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ABSTRACT

Followup is a process by which an educational institution seeks to determine how effectively it is meeting the current and future needs of those it serves. Various research, administrative and student personnel at district and state levels helped develop these guidelines, which are intended to give assistance to vocational, technical, and adult education districts in conducting followup studies of applicants and former students by providing sets of instruments, procedures for using them, recommendations for preparing reports, and suggestions for implementing the findings. Material in this guide is divided into sections covering: (1) Conceptual Framework, (2) Principles of Followup Studies, (3) Administration, (4) Drop-Out Followup Study, (5) Six Months Followup Study, (6) Two and One-Half Year Followup Study, (7) Five and One-Half Year Followup Study, (8) Ten and One-Half Followup Study, (9) Special Optional Followup Study, and (10) Summary. Mention is also made of certain administrative concerns and costs of doing such a study. (JS)

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GUIDELINES FOR CONDUCTING PERIODIC FOLLOW-UP STUDIES

Wisconsin Board of Vocational,
Technical And Adult Education

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WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
137 East Wilson Street, Madison, Wisconsin 53703

GUIDELINES FOR CONDUCTING PERIODIC FOLLOW-UP STUDIES IN THE VTAE SYSTEM

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FOREWORD

The most important person in the Wisconsin system of Vocational, technical and adult education is the student. What happens to a person while in the school and even after matriculation in other institutions, must be a primary concern to all who are involved in the educational process.

Startling developments in science and technology and a rapidly expanding economy are spelling out important changes in the structure of the occupational world. Specific jobs become obsolescent more frequently, old occupations disappear, and new occupations emerge, not always in foreseeable fashion. The pressures of a rapidly changing technological society make career decision making by youth, curriculum revisions by staff, and program planning by administrators even more dependent on research and follow-up of students to furnish appropriate data and information needed in developing plans, solving problems, improving instruction, and assessing progress toward achieving the goals of the system.

The success of an institution can best be measured by the success of the student. To ascertain the effectiveness of a school's programs, there must be a follow-up from the day the student enters the institution until after he gains employment or transfers to another institution. Follow-up is a process by which an educational institution seeks to determine how effectively it is meeting the current and future needs of those it serves. Vocational, technical and adult education state staff and districts must determine how well their stated mission, goals and objectives are being achieved.

ACKNOWLEDGEMENTS

In March, 1969, a task force was formulated through the Research Coordinating Unit of the Wisconsin Board to explore the possibilities of a statewide follow-up system that would supply the informational needs of the districts and the statistical needs of state and federal agencies. The task force, comprised of student services, research, instructional, and administrative services personnel at district and state levels, prepared materials for a procedures manual or handbook.

In June of 1969 the Vocational Research Practices Seminar class at Stout State University was assigned the task of collecting and auditing the previously developed materials in order to recommend a workable plan for follow-up within the state.

The Wisconsin Board of Vocational, Technical and Adult Education is indebted to the following individuals who participated in both the task force and the research seminar: Donald Brill, Robert Braun, William Campbell, Rolland Graf, Rudy Stahlheber, William Temte, Arthur Weiner; to the following who participated on the task force only: Clifford Andreoli, Lorran Celley, Harry Drier, Orval Gabriel, Francis George, Arthur Kopp, Roland Krogstad, George Kinsler, Russell Paulsen, Duane Stevens, Vernon Swenson, George Theis, Henry A. Wallace Jr., Larry Yunck; to the following who participated in the research seminar only: Dr. E. Wayne Courtney, director of the seminar, Richard L. Campbell, Richard Feldkamp, Richard Gizelbach, Ronald Hoepher, Leonard Klappauf, Wayne Lemar, Richard Logan, Joseph Myrick, Richard Neuverth, Don Oberlander, Richard Olbrantz, R. Lawrence Schoenberger, John Stroebel, James Suksi, Walter Winter, Jack Witty.

Contributions were also made by members of the follow-up study committee of the Wisconsin Association of Institutional Research (WAIR): P. Anderson, G. Craven, Sister B. Handrup, R. Krogstad, J. Lins, R. Paulsen, J. Proctor, J. Ridge, J. Stampen, F. Stofflet, and D. Witmer.

All contributions of the above persons are greatly appreciated.

PREFACE

For research purposes, follow-up studies and placement should be viewed as components of a larger system of studies - the evaluation of educational programs.

The primary purpose of these guidelines is to give assistance to Wisconsin Vocational, Technical and Adult Education districts in conducting follow-up studies of applicants and former students by providing sets of instruments, procedures for using them, recommendations for preparing reports and suggestions for implementing the findings. The document has been designed as a procedures manual or handbook of practical approaches to gathering, analyzing, interpreting, presenting and utilizing data and information in order to better serve the needs of students, teachers, supervisors, administrators and the agricultural, business and industrial world.

The information, gathered from former students, may be useful to help: (1) students in making career choices, (2) instructors in ascertaining effectiveness of teaching, (3) guidance counselors in counseling students, (4) instructional services supervisors in curriculum revisions, (5) coordinators in program planning, and (6) administrators in establishing program goals, and in evaluating results.

The content is selected to: (1) demonstrate the value of follow-up studies, (2) give examples of successful instruments and procedures, (3) suggest use of current data processing systems and the use of PERT, (4) provide guidelines for organizing follow-up studies, (5) define the roles of various staffs, (6) suggest uses and implications of information gained, and (7) encourage more institutions to collect necessary data toward improvement of their programs.

It is composed of ten parts: (1) conceptual framework, (2) principles of follow up studies, (3) administration, (4) drop-out follow-up study, (5) six-months follow up study, (6) two and one half year follow up, (7) five and one-half year follow-up, (8) ten and one-half year follow-up, (9) special optional follow-up studies and (10) summary.

Each part is appropriately subdivided. These guidelines will facilitate a commonality of state-wide data to serve as a basis for inter as well as intra-school, district and regional comparisons. The state-wide data will be of importance in counseling persons about job opportunities. The study of the status, and opinions of former students will provide information about the strengths and weaknesses of educational programs.

The findings of these follow-up studies are of value only if they are used constructively by each district to improve the instructional programs, activities, and services; provide needed statistical data, and aid in student selection of programs. The guidelines provide for a minimum amount of data to be collected in a certain format. However, flexibility is provided in that districts may attach addenda to instruments or conduct special in-depth studies.

Mission: Post-secondary vocational, technical and adult schools must offer educational opportunities for students with a wide range of interests and abilities, and records of past achievement, and the offerings must move the students toward goals which will develop their greatest potential.

The offerings must be planned:

1. To provide a number of starting points
2. To provide for differing rates of achievement
3. To provide many choices of direction
4. To provide several possible stopping points

Administrative Concerns: To help the administration design these flexible programs, the study must be concerned with:

1. Characteristics of the total student body
2. Characteristics of several population groups
3. Characteristics of special groups, such as the very abled, the under-achievers and the slow learners
4. Characteristics of the students in individual programs and courses
5. Characteristics of individual students, in order to measure effectiveness of instruction, curriculum and student personnel services.

Costs: Examinations and evaluations of student progress and development involves certain costs which may appear prohibitive in some cases. However, costs can be kept to a minimum if research is refined and follow-up procedures become routinized. Sampling, delineation of follow-up on a departmental or programs basis, and scheduling on greater time increments are means to decrease costs. These factors should be given consideration as enrollments expand.

The Wisconsin vocational, technical and adult education system is committed to be responsive to needs of students and of society. Achievement of these aims demands a full measure of effort by those who represent the system.

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SUMMARY OF ADMINISTRATIVE PROCEDURES

Commencing during the fall of 1970, these ''Guidelines for Conducting Periodic Follow-up Studies'' are to be used for assisting Wisconsin Vocational, Technical and Adult Education Districts in conducting follow-up studies of former students and applicants.

Each district should appoint one person to be responsible for coordinating follow-up studies.

An exit form should be completed for all students including ''No Shows'', voluntary withdrawals, academic drops, social suspensions, and graduates.

Each district should conduct all follow-up studies of its former students during September, October and November and submit one copy of each report to the Research Coordinating Unit of the State Board according to the following schedule:

Initial Study	Continuing Studies	Follow-up Activity	Initial Students Involved	Reports to State (See Examples)
Fall 1970	Every Fall	Six Months	1969-70	Form OE-3139,A,B
FY 1970-71	Every Year	Exit	1970-71	None
FY 1970-71	Even School-year	''Dropout'' Study	1970-71	VE-RS-5, VE-RS-6
FY 1971-72	Odd School-year	''Dropout'' Study	1971-72	VE-RS-7, VE-RS-8
Fall 1972	Every Fall	Two and One-Half Year	1969-70	VE-RS-9
Fall 1975	1980, 1985, 1990	Five and One-Half Year	1969-70	VE-RS-10
Fall 1980	1985, 1990, 1995	Ten and One-Half Year	1969-70	VE-RS-11

In addition, one set of punched data processing cards or computer magnetic tape for each person will be sent to the research coordinating unit to be used in preparing a state-wide report.

PART I: CONCEPTUAL FRAMEWORK

Evaluation of educational programs and institutions should use a systems approach in which purposes of the program and mission of the institution are defined clearly, outcomes are described specifically, criteria for achievement of purposes are developed, and research designs are adapted accordingly.

This document centers around the general questions and topics of: What are the outcomes and effects of education? What are the outcomes and effects at the various levels in various types of education? Which outcomes can be measured? How can they be measured? How can this information be used to improve the educational programs, activities and services to meet the educational needs of people as individuals and as members of society as they participate in their individual patterns of educational growth? What does education contribute to a person's livelihood as a worker, parent, consumer, citizen, and self? How can the person influence education to maximize its effect on him?

This document will assist in finding at least partial answers to some of the above questions.

The ultimate criteria for evaluating the effectiveness of educational institutions are the changes produced in their students, in their communities, and in society in general. However, a continuing major problem is separating the value added by the school experience from the effects of manifold non-school activities.

Measurements of these effects must take into account the characteristics of the human, fiscal and physical inputs, the mediating variables in the educational environment, and the behaviorial characteristics of the output and its effects.

The procedures of cost-benefit analysis, or cost-effectiveness, exemplify the type of conceptualization required, but current studies illustrate that research strategies usually do not have general applicability in education.

The over-all conceptual framework depicting the setting in which follow-up studies take place is shown in Figure 1. Pathways for individual competency are shown in figure 2. The typical path of students through Wisconsin's post-secondary vocational, technical and adult schools is shown in figure 3.

Certain data and information about potential students should be acquired by the district at the following intervals: (1) at time of student's first application for admission, (2) during registration, (3) during the enrollment period, (4) at the time of withdrawal or exit (before or at graduation), (5) six months following withdrawal or graduation, (6) at two and one-half years following withdrawal or graduation, (7) at five and one-half years following withdrawal or graduation, and (8) at ten and one-half years following withdrawal or graduation.

Initial job placement is only one criterion of success of vocational education. Educational programs should be judged on the basis of continued success of former students and on the service which the programs render to society as a whole.

CONCEPTUAL FRAMEWORK FOR FOLLOW UP STUDIES

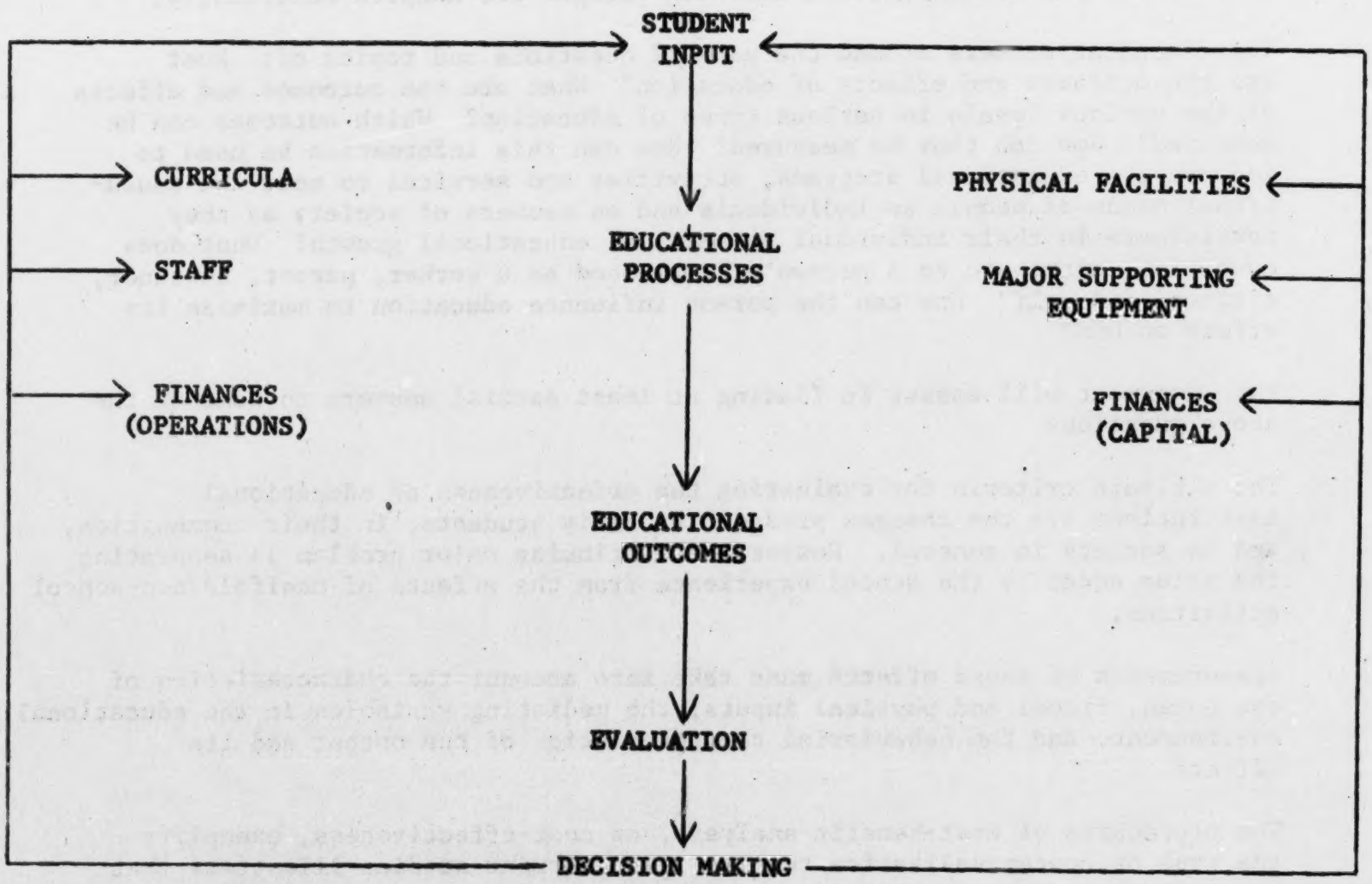

Fig. 1

A TOTAL PROGRAM OF EDUCATION - PATHWAYS FOR INDIVIDUAL COMPETENCY

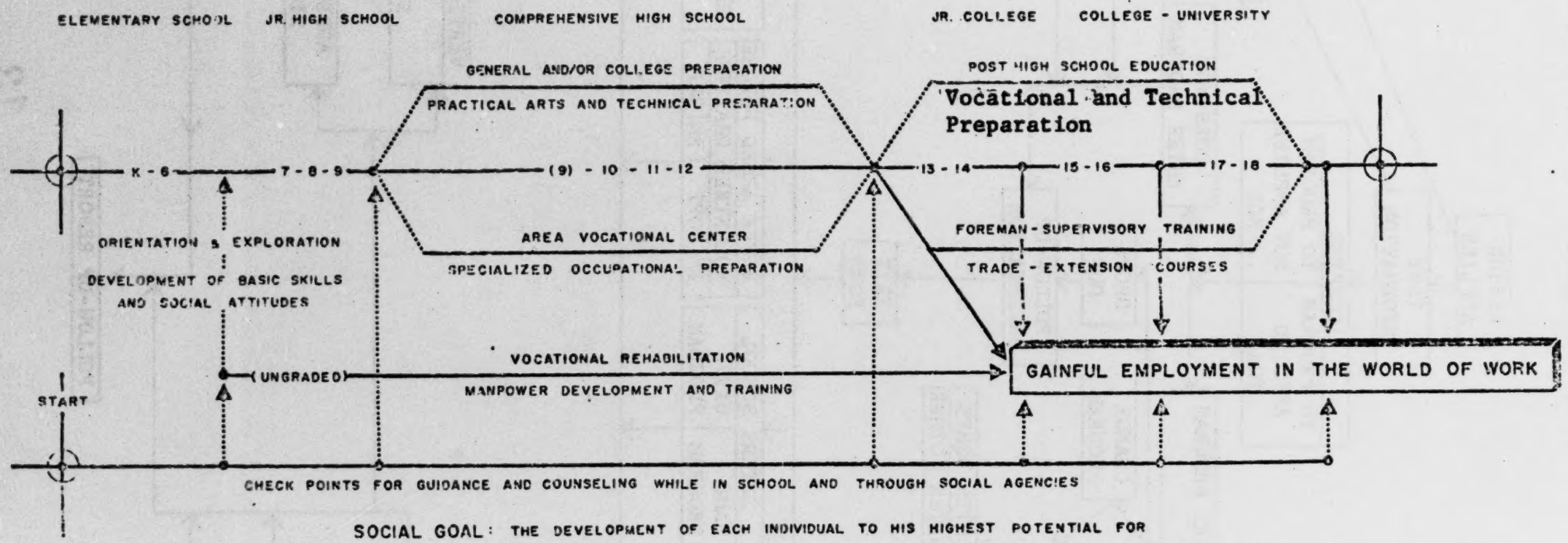

FIG. 2

SOCIAL GOAL: THE DEVELOPMENT OF EACH INDIVIDUAL TO HIS HIGHEST POTENTIAL FOR PURPOSEFUL LIVING AND GAINFUL EMPLOYMENT IN HIS SOCIAL ENVIRONMENT.

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PATH OF STUDENTS THROUGH POST SECONDARY
VOCATIONAL, TECHNICAL & ADULT EDUCATION

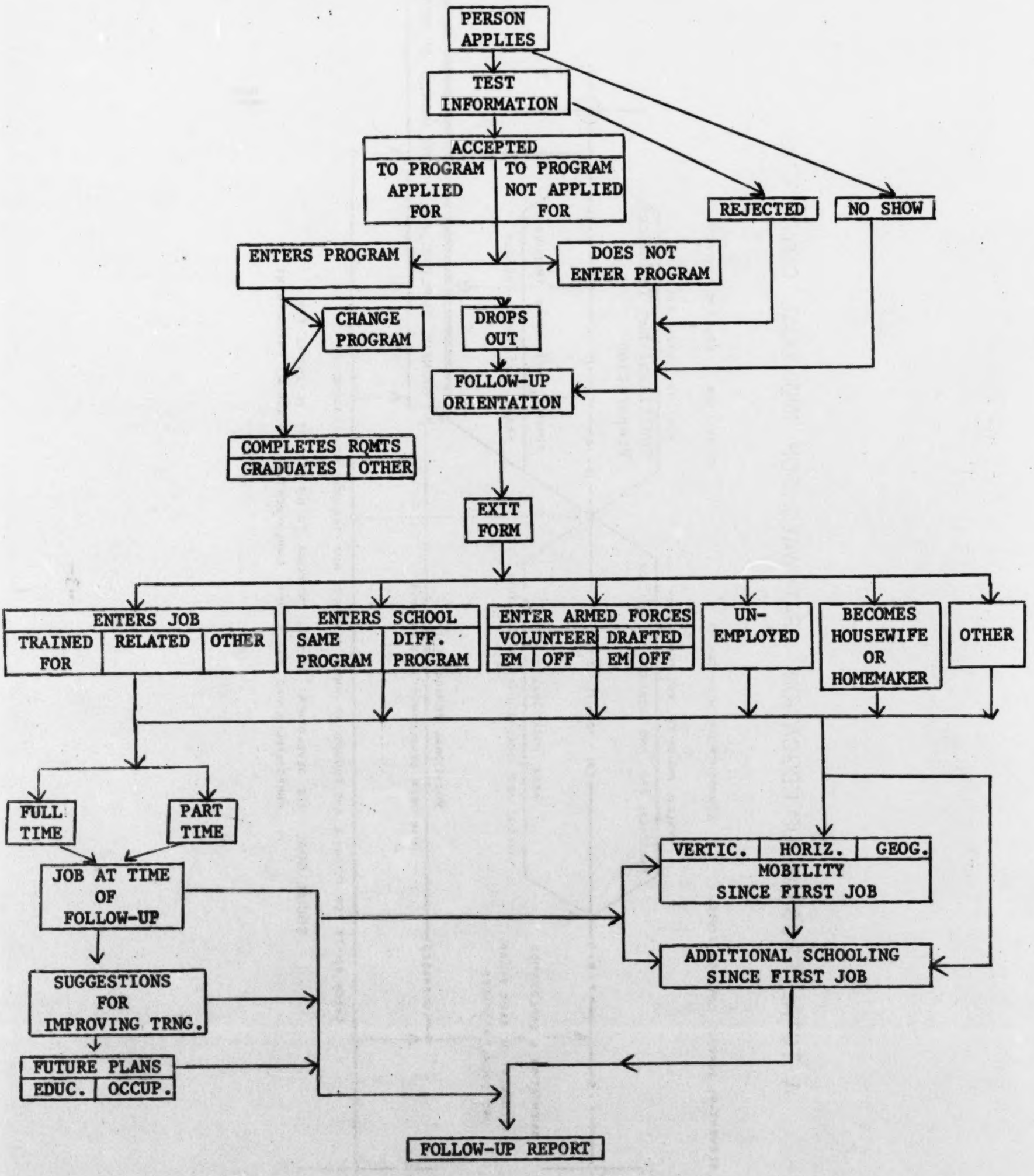


FIG. 3

PART II: PRINCIPLES AND PRACTICES
INTRODUCTION

General: Follow-up of former students is one means for providing data and information to be used in program evaluation.

The follow-up is a procedure to gather data about former students. Principle tools employed are record analysis, observation of behavior, interviews, and questionnaires, or a combination of such devices. It is a type of institutional research directed toward improvement of school and district services. Follow-up studies may be conducted in conjunction with several types of studies:

1. Descriptive Study - This type of study describes the characteristics of individuals, groups, or situations by drawing inferences from data primarily for information purposes. Descriptive studies range from statistical placement reports to one-time descriptive studies, trend studies and longitudinal studies.
2. Placement Report - These are statistical reports relying on contacting a vocational graduate and securing information about his placement status at the particular moment of the contact. The findings are usually presented in the form of tabulations rather than as detailed analysis of the data.
3. One-time Descriptive Study - This type of study illustrates the situation or describes individuals at the particular moment in time. This method of study involves an analysis of the graduate's employment and personal situation after he graduates in relation to his background and ability, and training received. The analysis is often extensive and detailed and is based on data gathered from the teacher, the employer, or the work supervisor in addition to or in place of, information gathered from the graduate himself.
4. Trend Study - The trend study elaborates on the one-time descriptive study by considering at least two groups (or cohorts) who completed training at different times.
5. Longitudinal Studies - This type of study (similar to one-time descriptive study) is based on data collected from the same sample of individuals at several points in time to obtain a picture of career developments rather than placement alone.
6. Diagnostic Explanatory Study - This explanatory study attempts to explain a situation, test a theory, or draw inferences of causality by searching for possible causes in evaluating a situation.
7. Experimental Explanatory Study - This explanatory study attempts to explain a situation, test a theory, or draw inferences of casuality by trying to create new situations by manipulating the environment and introducing experimental factors to gain an understanding of the actual operation of a system.

A follow-up system should:

1. Generate a high percentage of response by:
   a. psychological means (through orientation, appeal for assistance, incentives, i.e., pencil, colored paper, printed card, etc.)
   b. mechanical means (stamped return envelope, questionnaire construction, easy responses, etc.)
2. Be easy to administer at the school, district and state levels.
3. Capture the necessary data with which to make valid statistical reports and studies on the effectiveness of vocational education.

Whenever possible a large cohort (group) of respondents should be established and maintained. A well-selected cohort taken early in life would facilitate validity, inferences and accuracies of follow-up studies.

Purpose: The purpose of a follow-up study is to determine the occupational, educational and other experiences of students after leaving school to: (1) determine their needs, (2) determine how well these needs were being met by the school during the period of attendance, and (3) determine how the student was prepared for the types of occupational, educational and other experiences encountered after leaving the school.

Results of follow-up studies often serve as motivators for students. Continued interest in a person after he has left a particular institution has a most salutary effect upon him.

Sometimes the procedure is employed to secure the opinions of former students about the program. If the investigator is willing to accept these judgments, they may be used in formative evaluation to suggest program revisions. More frequently, the follow-up is used to collect data about the status of former students to serve as program outcome criteria. For instance, information about their work history may be obtained. These data can provide evidence for use in both formative and summative evaluations, provided that the potential differential effects on outcomes of intervening variables and student characteristics are taken into account. For summative evaluations, the adjusted data about former students must be compared with equivalently adjusted data from some alternative program. Too many studies have been reported in which a high placement rate (as one program outcome) is assumed to be valid evidence of a good vocational program, without bothering to compare that rate with some alternative program's placement rate, or without taking into consideration possible differences between programs in student aptitudes and in labor demand in the geographical areas concerned.

Because follow-ups focus upon former students, they should not be the only means used for collecting data on program outcomes. The impact of programs on the school, the industry, the community, etc., are liable to escape attention unless other data collection procedures are also employed.

Need: Several perennial questions face curriculum coordinators and student services staff. These questions are centered around two major problems, i.e.: (1) is the school or district actually serving the community, district or state through various curriculums, and (2) is the student adequately prepared in these programs. Follow-up studies can provide some answers to these questions.

These guidelines will assist districts in obtaining answers to questions such as: Are the students receiving an education which permits them to move into occupational endeavors with competence and assurance? Are the students well recived by their employers as evidenced by a higher rate of pay and rapid promotion? What are the students' opinions and attitudes toward the education they received in the school? Is the placement office supplying adequate numbers of skilled recruits for business and industry in the community?

Usually appraisal of student success in employment is accomplished through direct contact with students and employers. Special surveys may be organized to cover a single occupation, several occupations in a single field, or to cover all fields in which the district provides occupational programs and services.

These guidelines indicate which students and classes should be involved and to what depth the information is to be gathered. For the data to be of maximum value in an occupational follow-up study, information must be gathered for each student.

Rapid changes in technology require continuous revision of technical instruction and feedback of information. Recently employed students provide one of the best means of obtaining an evaluation of the relevance of course content, instructional emphasis and student advisement to the actual demands of employment. Unfortunately, they do not always clearly indicate the necessary course of action because replies from students after they have become employed may contain conflicting recommendations. For this reason individual replies must be studied in order to determine the factors which are common practices in a given position, in a given field, and also to uncover differences which are related to individual employers rather than to fields of employment.

Uses of Information: Follow-up reports provide the current or potential student with information regarding the success of former students transferring from school to school, entering employment, or attaining some other position in society. Follow-up information can be used to justify subject requirements for graduation, give incentive for developing traits and competence in ways shown to be requisite for future success.

Follow-up provides the instructor with first-hand evidence of the effectiveness of his teaching, the reasonableness of his standards, and the relevance of the material he includes in his courses.

Follow-up gives the counselor a factual basis for advising students regarding career choices, sources of advance study, course selection, extra-curricular participation and success expectations.

Follow-up provides the school with facts upon which to base admissions policies, develop an organized course content, establish performance standards and to improve articulation with parents, high schools, colleges and industry; and suggests a means of planning new curriculums and other extensions of educational effort.

Follow-up offers the community, local and state agency and legislative decision makers a means of identifying gaps and duplication in educational service, creates confidence in the efforts of the district, increases the productivity of trained graduates, and provides a means of ensuring effective occupational grading.

Studies of this type are particularly helpful to advisory committees. When a committee has substantial data about graduates, it frequently is in a better position to interpret findings and recommend changes in employment practices, as well as to recommend changes in curriculum, instruction, or other services. When the bonds of partnership between the school and industry are strengthened in this way, all who are involved benefit, especially the student.

Broad Objectives: Some broad objectives of follow-up studies are as follows:

1. To assist in ascertaining the essential dimensions of occupational education programs, activities and services.

2. To assist in verification of issues, i.e., amount and type of general vs. vocational or technical education.

3. To determine the relationships between high school and other school characteristics of curriculum, instructional methods, facilities, teacher personnel, student services and other relevant factors and measures reflecting the post-secondary occupational and educational experiences of graduates and drop-outs.

4. To determine the relationships between the characteristics of former students as revealed by school records, teachers, employers, work supervisors and the person himself, and to reflect occupational educational achievement and/or occupational and individual success.

5. To determine the relationships between measures of employment and the opportunity that characterize the mission of the school and measures reflecting occupational and educational achievement of graduates and non-persisters.

6. To clarify what the district is attempting to accomplish; to identify and evaluate activities, functions and services.

Specific objectives: Specifically, data obtained from such studies can provide the basis for:

1. Reducing the number of students who leave or drop out of school before satisfactory completion of work.

2. Establishing norms on aptitudes, socio-economic status, vocational aspirations and other characteristics.

3. Analyzing the relationship between occupational expectation and occupational attainment.

4. Assessing the degree to which curriculum and instruction are adapted to the full range of student and community needs.

5. Determining employment shifts, occupational changes, mobility of labor force and future manpower needs; and to give advance warning of technological change.

6. Improving the effectiveness of technical occupational curriculum courses, equipment, facilities, program organization, administration and staffing.

7. Evaluating effectiveness of library services, book store, cafeteria.

8. Determining how instructors and other staff at "transfer" institutions perceive certain programs, activities, and services.

9. Determining modifications required in transfer programs.

10. Evaluating occupational preparation.

11. Improving preparation for further study.

12. Evaluating grading standards.

13. Identifying outstanding instructors and counselors.

14. Evaluating the effectiveness of entrance requirements and open door policies.

15. Appraising the effectiveness of student counseling, job placement, student housing, health, and clinical psychological services.

16. Verifying the validity of the testing program.

17. Evaluating the program of student govenment.

18. Ascertaining any changing attitude of people toward work and its relationship to welfare and family responsibilities, self concept, standard of living, etc.

19. Evaluating the effect of extra-curricular activities on student development.

20. Clarifying the effectiveness of record keeping procedures.

21. Evaluating the use of the public relations program.

22. Measuring the values of the orientation program.

23. Assisting in determing need and feasibility for establishing a program.

24. Have the drop-outs been optimally prepared to achieve vocational success in their chosen field?

25. To what extent are we recruiting high school drop-outs, the educationally and socially disadvantaged, and the high school graduate for whom the traditional concept of ''college'' has no meaning?

26. Which ones, and how many, liberal arts students should have been redirected into occupational programs where they could develop employable skills in a shorter period of time?

27. Ascertaining reasons for career indecision.

28. Determining nature and extent of student changes in curricula objectives during and after leaving school.

29. Determining relationship between recency of the program initiation and development with job placement and success.

Types of Information: The district usually seeks the following information from the students:

1. Student social, economic and educational characteristics.
2. Pre-school job status, i.e., job classification, earnings, etc.
3. Dates enrolled in the school
4. Factors influencing program selection
5. Major program in the school
6. Performance in school
7. Reasons for leaving school
8. Where they went after leaving school
9. Time required to get a full-time job
10. Present job - its relatedness to major field of training.
11. Job history since leaving the school, reasons for changing jobs, how obtained.
12. Job satisfaction
13. Employment security
14. Geographic mobility
15. Earnings and earning progression
16. Employer stability
17. Aspects of school preparation which have proved helpful in obtaining initial employment and in gaining promotions.
18. Deficiencies in educational preparations
19. Additional education obtained since leaving school
20. Advice to other students planning employment
21. Future plans (educational, occupational)
22. Comparison between jobs before, during, and after school for different groups of students.

23. Number of students returning to previous employment after leaving school.
24. The types of jobs held by those who have indicated their school training had not prepared them for their first job and was not useful in their other jobs.

Because of the difficulty in keeping abreast of the constant change in technological fields, a combination of several methods of follow-up is adviseable. Complete reliance in one method only is not adequate to obtain a complete broad and in-depth picture. Several sources of information should be queried. The district can obtain the employer's and immediate job supervisor's satisfaction toward the student, program and school.

CATEGORIES OF STUDENTS TO BE STUDIED

1. Those who went directly to work after graduation from VTAE school.
2. Those who went directly to another school.
3. Those who went directly to work, then more school.
4. Those who went directly to another school, then to work.
5. "No Shows" - Those who applied but didn't attend.
6. Withdrawals - Those who voluntarily withdrew during the first semester.
7. Ended - Those who voluntarily withdrew after one or more semesters.
8. New Student - Those entering a post-secondary program for the first time.
9. Continued - Those who continued in same program who were enrolled in the immediately prior regular session.
10. Transfer In - Students who obtained credits at a different post-secondary school previously.
11. Transfer Out - Students who obtained credits at this school and enrolled in another post-secondary school.
12. Dismissal (academic drop) - Student dismissed by school because of unsatisfactory grades.
13. Dismissal (social suspension) - Student dismissed by school because of disciplinary reasons.
14. Re-Entry - Students who were absent at least one regular session and re-enrolled in a different program.
15. Returning - Students who were absent at least one regular session and enrolled in same program.
16. Graduates of Associate Degree
17. Graduates of one-year Diploma Program
18. Graduates of two-year Diploma Program
19. Apprentices in above categories
20. Those who become self-employed in privately owned businesses.
21. Those who went into formal training programs in business, industry or agriculture.
22. High School Vocational Graduates
23. Advance Placement Students
24. Short-term students of less than 1 year
25. Part-time students in preparatory programs
26. Part-time adult students in supplementary programs
27. Incoming college, university, or other VTAE transfers
28. Students going into armed forces
29. Students returning from armed forces

ELEMENTS AND FACTORS TO BE CONSIDERED IN CONDUCTING FOLLOW-UP STUDIES

For the effective development, implementation, compilation and utilization of follow-up studies, several basic factors must be considered. While ranking these factors is possible, the significance of each precludes its exclusion from a successful follow-up survey. In summary, these elements and factors are:

I. Preliminary Planning

Preliminary planning should include the following factors:

A. Each district should designate one person to assume the administrative responsibility of coordinating and conducting the study.
B. Determination should be made of staffing needs and staff assignments for each of the activities to be accomplished in the follow-up studies.
C. Objectives, plans and a calendar of events should be established which take into account federal, state and district goals.
D. Determiniation of the population of former students to be surveyed and the compilation of their addresses should be made.
E. Student orientation and an appeal for cooperation in follow-up studies should be made before students leave the school. The survey package should be discussed and an exit form completed.

II. Survey Package

The survey package should be attractive, should provide for the convenient return of the survey instrument, and should employ other proven incentive concepts in order to maximize returns. The survey package should include the following:

A. A cover letter, individualized by district, should accompany the survey instrument. The cover letter should include a short statement regarding the purposes of the survey, should motivate promptness of response, and should thank the individual for his assistance.

B. A survey instrument should accompany the package. Types of questions: A questionnaire may be one of four basic types or contain parts of each type of question. The model questionnaire treats four basic types of questions; each intricately related to the other: (1) fact, (2) opinion and attitude, (3) information, and (4) self-perception. The questions of fact ask the respondent to provide information about himself which tend to ''paint a picture'' of him. These help to check the representativeness of the sample and reliability and validity of the responses. The opinion and attitude questions deal with the feelings, beliefs, ideals, misconceptions, and presuppositions of respondents relating to the areas of inquiry. Information questions concern the respondent's level of information. They are used to find out what people know, how much they know, how they happen to know, and when they first knew about events or activities. Self-perception questions ask the individual to evaluate something about his own behavior in relation to others.

The instrument should incorporate the following characteristics:

1. The instrument should be applicable to all applicants, withdrawals, dismissals ''program completers'' and graduates of Vocational and Technical programs in Wisconsin.

2. It should satisfy federal, state and district data requirements.
3. It should be simple in design to facilitate ease of response, ease of administering, and adaptability to electronic data processing.

C. The instrument should be designed to do the following:

1. Biographical data should be collected. However, consideration should be given to not requesting data presently available to the district.
2. Employment data should be collected to establish employment status, name and location of employer, wages, method of placement, relationship of job to training, job satisfaction and post-graduate training.
3. Institutional data (which are to be included at the discretion of the district) may include questions relating to improvement of instructional services, student services and administrative services.
4. Future educational and occupational plans should be included in studies other than the six-months follow-up study.

D. Instrument Preparation: Questions should be prepared toward collecting data needed to satisfy objectives of the study. Efforts should be made to limit the number of questions. The sequence of questions should follow a ''time line'' and should go from the general to the specific. Questions easiest to answer should be placed near the beginning. A critical review of the instrument should be made relating to such questions as:

1. How are the anticipated respondents going to react?
2. Is all the information requested essential or significant in terms of the purpose of study?
3. Can the responses be simplified?
4. Is the necessary amount of detail specified?
5. Is the response requested unambiguous?

The instrument usually will have to be revised and condensed. No questionnaire should contain over 200 items. Four pages is a general maximum length. A neatly printed instrument will increase returns and cut down on the physical size when compared to mimeographed pages.

Structure of Questions: Questions may be one of several formats as follows:

1. Dichotomous choice:
   Yes - No
   Good - Bad
   True - False
   Right - Wrong

2. Multiple choice:
   Do you think the ..... is: (1) a very good plan, (2) fairly good plan, (3) not too good a plan, (4) not a good plan at all

3. Scaled-Response:
   How important is it to you that .....
   1. Very important (8) Weight (Note: weights should not appear in
   2. Important questionnaire)
   3. Unimportant (7)
   4. Very unimportant (3)
   (2)

4. Semantic Differential: (set of word pairs - opposite polar)

a. How would you usually describe.....?

Bad ___(1)___(2)___(3)___(4)___(5)___(6)___(7)___ Good

Strong ___(1)___(2)___(3)___(4)___(5)___(6)___(7)___ Weak

Note: Omit numbers on questionnaire

b. The curriculum.....
Should be.....
Must be able.....
Ought to have.....

agree				disagree
1	2	3	4	5

5. Ranking:

a. Which one of the four..... would you say is most important
——— nearness to.....
———relatedness of.....
——— size of.....
——— the shape of.....

b. Rank the following four items in order of importance in.....
—— size
—— shape
—— weight
—— height

7. Paired comparisons

8. Open-ended

9. Others

III. Instrument Administration

A. Tryout: The questionnaire should be given to several colleagues and representative respondents for suggestions and timing. They are asked to fill it out and write comments in the margin about their reactions to specific items. Time to complete the questionnaire should not exceed 30-45 minutes.

Final editing is now performed. Any unused space on a page could be used for an important open-ended question. Computer center staff should be involved in developing a coding system.

B. Use: The recipients should be briefed ahead of time if possible. Directions on the questionnaire should be brief, grouped according to the different types of responses, set off with heavier type or distinct lettering, and placed close to the point of application.

C. Mailing: The appropriate survey package should be mailed immediately to drop-outs and at intervals of 6 months, 2½ years, 5½ years, and 10½ years after spring graduation time. (Please refer to schedule)

A second mailing to non-respondents should be initiated after a reasonable return deadline has passed. (This date should be determined in the pre-planning at about 14-16 days after initial mailing. A third follow-up

letter with questionnaire could follow the second mailing by 1 week. A telephone call increases response).

The follow-up instruments should be color coded as follows: (1) exit - white, (2) dropout - pink, (3) six months - green, (4) 2½ years - red, (5) 5½ years - yellow, (6) 10½ years - blue.

IV. Survey Evaluation, Reporting, and Implementation

Upon receipt of the completed survey forms, the data should be analyzed, interpreted and reported with the proper dissemination and implementation of the survey findings.

V. Interviews:

In certain studies, or parts of the regular follow-up studies, interviews should be used wherever feasible. The personal nature of an interview will assure greater rapport than can be obtained through a questionnaire. Former students are usually eager to cooperate when representatives of the school call upon them. Interviews should be conducted with a prepared questionnaire.

VI. Sampling

When the size of the population for any one study exceeds 1000 persons, a representative sample of the population may be used. An alphabetized list of the population should be developed. The size of sample should be determined. A table of random numbers should be used to select the names to be sampled.

SUGGESTED OUTLINE FOR STUDENT ORIENTATION

1. Explain the exact purposes of the follow-up procedure which include:
   a. To find out how students are doing
   b. To meet state and federal requirements
   c. To check the value of the training programs
   d. To find out new job trends
   e. To aid in curriculum development
   f. To provide salary, job and other information to future students
2. Share past follow-up information with students and give illustrations of how this has helped former students and resulted in changes in the curriculum.
3. Explain the importance of each individual response.
4. Review Forms and point out the relationship between questions asked and the objectives of the follow-up procedure.
5. Help students to see that returning the questionnaire is a path to personal goals such as:
   a. To improve the placement service
   b. To contribute to their permanent school records
   c. To help develop a better program for future students and enhance the image of their alma mater
6. Instruct students in the accurate completion of Forms.
7. Assure students of the confidentiality of the information submitted.
8. Make an appeal to the students for supplying address changes.
9. Involve students through discussion.

ANALYSIS AND INTERPRETATION OF FOLLOW-UP DATA

After the data has been collected, coded and tabulated, the researcher turns his full attention to analysis and interpretation. The purpose of the analysis is to summarize the responses in such a manner that they yield answers to the research questions. The purpose of interpretation is to search for broader meanings by finding relationships to knowledge already available.

The researcher must be constantly aware of the injustices which may result from inadequate or haphazard analysis and interpretation from follow-up data. High on the priority list in this area must be the simplification or ease of understanding the results of the study by the user. Important in the interpretation of the data is the completeness of the report in that the results identify the intended replies of the respondents. It is the responsibility of the researcher to report the true and complete picture as the data are presented.

Data can be categorized in several ways and levels of breakdown. The general rule in coding is to categorize in as fine a breakdown as is possible according to the nature of data collected. Group data hide many important clues. On the other hand, group data must be compiled. In this connection a meaningful summary is difficult because terminology for comparable activities often differ. Systematic analysis of information gathered from each student provides the school with reasonably reliable data and provides continuing opportunity to correct faulty data and collecting techniques. Furthermore, periodic analysis of such data will distinguish genuine trends from temporary fluctuations.

Comparisons can be made between surveys of employers and responses of former students on an individual sample basis to improve reliability and validity of data.

In order for the ''users'' of the study's results to benefit equally, it is necessary that a definition of terms be provided. Included below are the technical terms which are most important for a thorough understanding of findings of the statistical data.

1. Analysis - the analysis of data is the transformation of data into appropriate categories or calculations and to make the computations for the statistical data.
2. Interpretation - The interpretation of data is the publication of the analyzed data into a follow-up report, to include the implications of the results to the user, i.e., student, teacher, administrator, layman.
3. Nominal Data - Nominal data identifies or classifies counted objects, persons or characteristics which are placed into groups or categories that cannot be reasonably subdivided.
4. Ordinal Data - Ordinal data refers to ranking of objects, persons, characteristics or categories, i.e., socio-economic status, or rank in class.
5. Interval Data - Interval data refers to ordinal data where the distance between any two numbers on the scale are of known size.
6. Ratio Data - Ratio data refers to the relationship between points on interval scales, i.e., various co-efficients of correlations.

Several other terms could be defined here. However, one should refer to one or more research and statistical reference for additional information

on types of statistical methods, tests, and analysis. These include: basic statistics, descriptive statistics, inferential statistics, Bayesian statistics, classical statistics, parametric and non-parametric statistics, probability, confidence interval, level of significance, validity, reliability, constant, variable, dependent and independent variables, dichotomus, continuous and discrete variable, qualitative and quantitative analysis, multi-variable, factorial, regression, and correlation analysis; chi-square, contingency coefficient, sign test, Spearman's co-efficient of rank correlation, Kendall's rank correlation co-efficient, Kendall's co-efficient of Concordance, Pearson co-efficient of correlation, analysis of variance and covariance; Median Test, F Test, Sheffe Theorem, Tukey test, Irwin-Fisher Exact Test, Signed test, Cox-Stuart Test for Trend, Wilcoxon Matched-Pairs Signed Test, McNemar Test, Cochran Q Test, Mann-Whitney U-Test, Normal Scores Test, T-Test, Friedman Test and others.

Analysis and interpretation of data received from a follow-up study should be presented in a logical format. Along with other information, it will answer the question of whether graduates are employed in the occupation for which they were trained.

The follow-up instrument provides the raw data to be analyzed and interpreted. Refer to Parts IV, V, VI, VII, VIII, IX pertinent to the specific follow-up study for types of information to be collected.

In analyzing follow-up data, every effort should be made to utilize data processing equipment in order to reproduce the results in the form desired. It should be emphasized that all follow-up results should be easy to read and interpret. Reports should be and can be structured to satisfy student and staff needs, state and federal reporting, local school needs, in a uniform and understandable format for their use.

IMPLEMENTATION OF FINDINGS OF FOLLOW-UP STUDIES

Follow-up studies in themselves have little or no value if their findings go unheeded or if such findings are not made known to people who have a need, or a responsibility, to be aware of the information the study has provided. Findings from follow-up studies may reveal the need for improvement, change, and introduction or adoption of innovations. The school or district should develop a climate for acceptance of innovations. Communication channels are important. Changes follow a certain cycle of steps from analysis through pilot studies, demonstration, field testing installation, and refinement. All efforts should be directed toward improvement of education for all persons.

It, therefore, becomes the responsibility of the researcher not only to report his findings, but also to assist, as the situation may dictate, in the implementation of practical considerations resulting from such findings. The person responsible for dissemination of findings must consider such questions as: In what ways can presentation of results be most effective and influential? How can results be presented in the best way to the different audiences? Findings presented should correspond to the purposes of the study. Suggested implications should be directed toward evoking a positive response. Courses of action recommended should be as definitive and clear as possible.

The reporting of the study's results can be very simple. For example, the reporting of average starting salaries requires merely the compilation, duplication, and dissemination of the raw data.

On the other hand, implementation can be a very complex problem, requiring every bit of skill and tact which the researcher can muster. As an example, he must be extremely tactful in reporting to an administrator that his program may be inadequate, or that his laboratory equipment is outdated. He must be equally tactful in reporting that comments by graduates have been uncomplimentary.

Elaborating on these initial premises, these guidelines consider the implementation of follow-up as it relates to the many departments, committees, and individuals who have an interest in and a need for the information provided by follow-up studies.

I. Preliminary Assumptions

A. The topics which follow consider not only the standardized follow-up data, but also the data acquired through the use of optional items included by local districts.

B. Local optional items provide information relating to evaluation of: (1) instruction, (2) facilities, (3) planning, (4) equipment, (5) budgeting practices, (6) administrative procedures and (7) student services.

II. Recipients of Data

A. Local district personnel include: (1) district board, (2) administrative staff, (3) student services, (4) instructional staff, (5) advisory committees, (6) research and planning staff, (7) students, and (8) others.

B. Other agencies include: (1) state and federal agencies, (2) high schools, (3) other public and private schools at all levels, (4) employers, (5) employment service, (6) professional and trade associations, (7) welfare groups, and (8) others.

C. General Public includes: (1) parents, (2) youth, (3) employees, and (4) others.

III. Selection of Media

A. Reports can be made using any or all of the following media:

1. Written reports such as: (a) comprehensive reports for use in advisory, administrative and instructional staff meetings, (b) summary reports for use in news releases, promotional literature, high school relations, placement and employer distribution, (c) partial reports which are specific excerpts for use in brochures, bulletins and individual departments, (d) cumulative reports which include data from previous years' studies.

2. Verbal reports which are: (a) very effective for presentation to advisory, administrative and departmental committee meetings, (b) effective for presentations to student orientation, career days, and service organizations, (c) may be complimented with visuals, hand-out materials and supplementary reports.

3. Graphic reports may include: (a) charts, graphs and other pictorials (to effectively illustrate trends, projections and comparisons), and (b) transparencies and slides.

IV. Preparation of Reports

Findings should be presented candidly and honestly and in such a manner that they can be easily understood.

Actual preparation of reports is obviously dependent upon size of staff within each district along with other ''projects'' and duties of the researcher. Following is a general sequence which normally takes place during the preparation of reports:

A. Determine reports to be prepared in terms of specific and general users.
B. Schedule mechanics of completion of reports.
C. Complete selected reports using appropriate media.

V. Support of Findings (where necessary)

A. Implementation of findings which may suggest administrative action should be supported with further data available through other sources such as: (1) teachers and department heads, (2) coordinators, (3) administrators, (4) advisory committees, (5) industry and labor personnel, (6) employment services, (7) state office personnel, (8) trade and professional associations, (9) other VTAE personnel, and (10) other schools.

B. Support from administrators and others should be acquired before initial reports are submitted. In addition, attention should be given to the maintenance of lines of communications essential to the support of research findings.

VI. Follow-up Progress of Previously Submitted Reports

Often reports which recommend changes of an administrative nature are not readily implemented. Therefore, it seems advisable to follow up initial reports at some later date in order to reaffirm the objectives and findings of the initial report. Thus, the following suggestions are made to aid the researcher in his efforts to implement change:

A. Interview those affecting suggested modifications.
B. Supplement original reports with further supportive data.
C. Check future data-gathering instruments for repetition of complaints and/or suggestions.

In implementing the results, the researcher is selling a scientifically verified set of data. Here he will present his data in a number of different ways, at an appropriate time, at a level appropriate to the intended user, interesting and brief enough, that all will be willing to take the time to study it. Thus, whether the recipient of the report be an administrator, a teacher, a student, or a student services person, all will become more knowledgeable as a result of an effective implementation of the results of the study.

PART III: ADMINISTRATION

Effective Dates: These guidelines shall become effective July 1, 1970. The document should be used by all Wisconsin Vocational, Technical and Adult Education districts as a guide in conducting follow-up studies of all persons who make application, register for, participate in, withdraw, are dismissed or suspended, or graduate from all designated and approved preparatory vocational, technical and adult education programs equivalent to a 9-weeks full-time program or longer. These guidelines do not apply to part-time supplementary programs. A six-month follow-up study of part-time adults in preparatory programs is required. Refer to definition and six-month follow-up procedures.

An exit form should be completed for all students including graduates, ''no shows'', withdrawals, dismissals and drop-outs.

Each district should conduct its own follow-up studies of its former students, during September, October and November following graduation, completion of program requirements, or exit. Refer to schedule below. In addition, special follow-up studies should be made of drop-outs.

Initial Schedule: The individual follow-up studies within the over all follow-up program shall be initiated as follows:

Initial Study	Continuing Studies	Follow-up Activity	Initial Students Involved	Reports to State (See Examples)
Fall 1970	Every Fall	Six Months	1969-70	Form OE-3139,A,B
FY 1970-71	Every Year	Exit	1970-71	None
FY 1970-71	Even School-year	''Drop-out'' Study	1970-71	VE-RS-5, VE-RS-6
FY 1971-72	Odd School-year	''Drop-out'' Study	1971-72	VE-RS-7, VE-RS-8
Fall 1972	Every Fall	Two and One-Half Year	1969-70	VE-RS-9
Fall 1975	1980, 1985, 1990	Five and One-Half Year	1969-70	VE-RS-10
Fall 1980	1985, 1990, 1995	Ten and One-Half Year	1969-70	VE-RS-11

Continuing Schedule: After the six months, drop-out and 2½-year follow-up activities have been initiated as above, they will be conducted annually thereafter, during the fall of each year. The 5½-year follow-up should be conducted every five years, i.e., 1975, 1980, 1985, etc. The 10½-year follow-up should be conducted every five years; i.e. 1980, 1985, 1990, etc. This means that during the fall of 1972, three studies will be conducted; during the fall of 1975, four studies will be conducted; and during the fall of 1980 and every five years thereafter, five studies will be periodically conducted. Data on drop-outs will be collected during the school year and tabulated from school records as of September 1 of each year. This also means that for those students who leave or complete program requirements prior to the traditional May or June graduation date will be followed up at a time greater than six months after leaving school. In these cases, the six-month follow-up is a ''misnomer''. However, the data collected will reflect this.

Reporting of Studies: All districts are requested to submit one (1) copy of the final report of all follow-up studies to the state office during November and December of each year. In addition, one set of punched data processing cards or computer magnetic tape for each person will be sent to the state office for preparing a state wide tabulation for analysis and interpretation.

STATE LEVEL ROLES, ACTIONS AND PROCEDURES

I. Roles that characterize state level services may include:

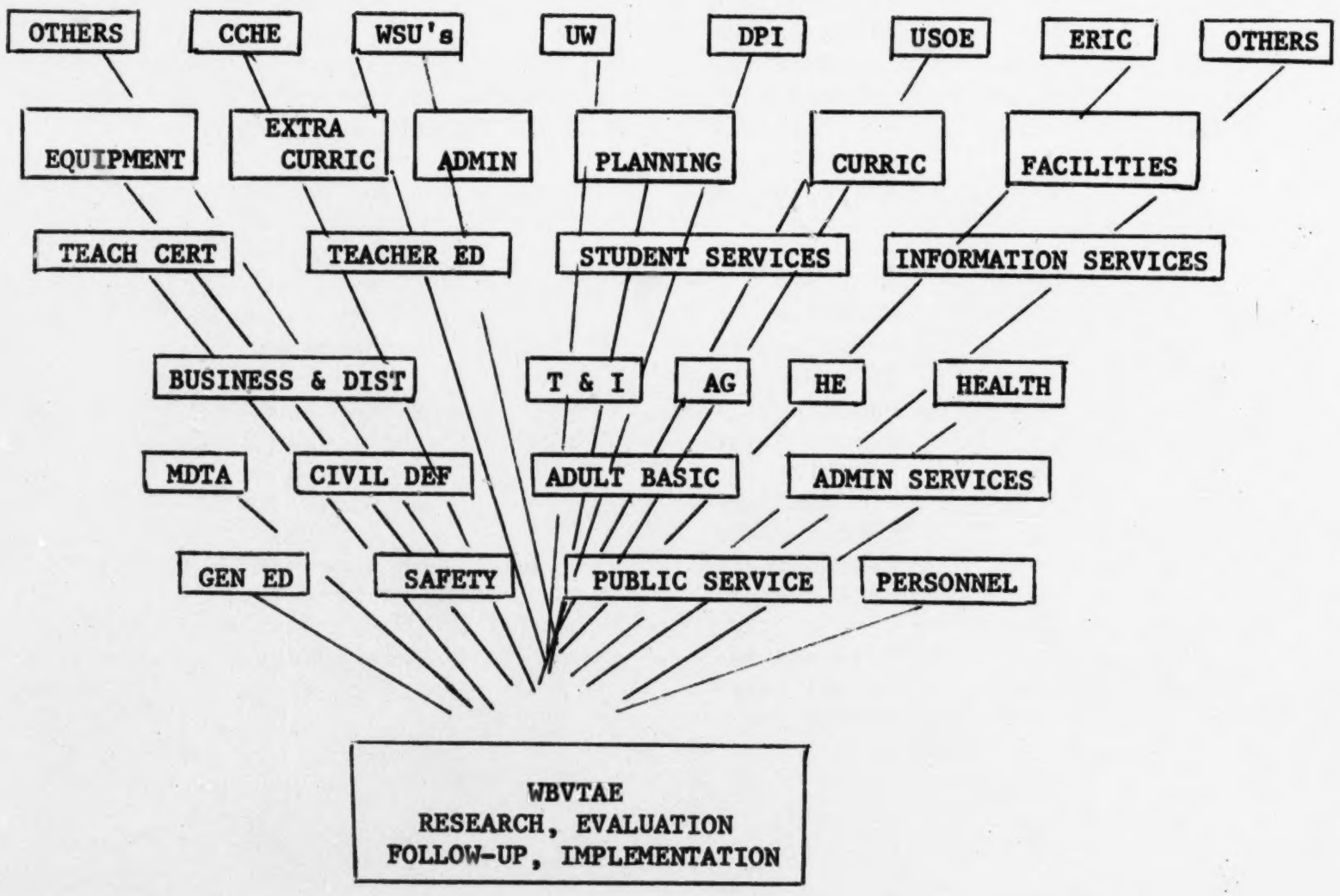
- a coordinative role among districts;
- a liaison role between educational and other agencies, other states and federal government;
- a leadership role involving matters of state wide interest; and
- an administrative role in matters involving state and federal minimum standards.

II. Actions by which these roles may be fulfilled include:

- providing a format and guidelines to meet state and federal reporting requirements for follow-up studies;
- providing opportunities for district involvement in state-wide movement including instrument maintenance;
- providing opportunities for the in-service development of follow-up teams;
- providing financial assistance according to state and federal reimbursement policies;
- providing information on new requirements;
- providing projective formula and information;
- providing state-wide data from common follow-ups; and
- encouraging political support at the state level through position papers, resource documents, supportive studies and reports to the decision maker for legislative, advisory and public groups.

III. Procedures by which these actions may be accomplished include:

- lend individual consultative and supervisory assistance in districts;
- disseminate information and facilitate exchange of ideas including such services as those associated with the Educational Resource Information Center, (ERIC), Newsletter of the Research Coordinating Unit, research report dissemination, and quarterly and semi-annual reports;
- maintain identity of field support in research and planning;
- encourage recognition of research role at state and national levels; conduct topical workshops and seminars;
- initiate task force action development at state and local levels;
- promote small grants research with both internal and external funds and;
- provide entree and advocacy with other state agency divisions and other state and federal agencies. Some of these relationships are depicted in the diagram below.


OTHERS
CCHE
WSU's
UW
DPI
USOE
ERIC
OTHERS
EQUIPMENT
EXTRA CURRIC
ADMIN
PLANNING
CURRIC
FACILITIES
TEACH CERT
TEACHER ED
STUDENT SERVICES
INFORMATION SERVICES
BUSINESS & DIST
T & I
AG
HE
HEALTH
MDTA
CIVIL DEF
ADULT BASIC
ADMIN SERVICES
GEN ED
SAFETY
PUBLIC SERVICE
PERSONNEL
WBVTAE
RESEARCH, EVALUATION
FOLLOW-UP, IMPLEMENTATION

LOCAL LEVEL ROLES, ACTIONS AND PROCEDURES

General: It is imperative that one person be assigned responsibility for the overall follow-up program. A follow-up advisory or steering committee should be formulated to assist the person responsible for the program. This committee of 5-7 members should have broad representation from student services, instructional services, administrative services and research personnel.

Procedures and methods by which a district conducts follow-up studies in an effective manner may vary. Administrators of student services, instructional services, administrative services and research all have a prominent interest in follow-up studies. Districts which employ administrators of research may find it advantageous to center all studies in the research office. Follow-up studies are only one type of study and one source of data among several sources. If the study is well designed and well planned and the results are disseminated to the appropriate departments of the district, the office to which the study is assigned is not of great importance. The effectiveness of a follow-up study frequently bears relationship to the time and care devoted to planning it on a cooperative basis. Early involvement in planning is encouraged. An important step in launching a follow-up study is to ensure that both the administration and the faculty are in agreement with the values to be derived. All members of the staff should be solicited to identify problem areas and items of concern with a view to possible inclusion in the study. Each committee member should be assigned to meet with one or more faculty committee, department staff and administrators to solicit suggestions for study. Joint planning by both instructional staff and administration usually results in a more effective study and in more wide-spread use of its findings.

Activities: Several activities must be accomplished by certain people at a certain time in a comprehensive follow-up program. Refer to the section on (PERT) Program Evaluation and Review Techniques for a listing of activities and events and their relationship to resources and time needed. The continuous activity of maintaining current mailing addresses can be facilitated through parents, use of birthday cards, and proper orientation. Refer to suggested outline for student orientation which should be conducted prior to graduation or exit. A chart should be developed to facilitate efficient completion of all follow-up and other studies.

PROGRAM EVALUATION AND REVIEW TECHNIQUES (PERT)

PERT (Program Evaluation and Review Techniques) is defined as a management planning and analysis tool which makes use of a graphic display called a network to depict the essential relationships between various activities, events, and time for completion of a program. The network and the use of computers distinguish PERT from other planning and control techniques.

PERT is a valuable device used for coordinating total follow-up studies by resolving the following questions:

1. What activities must be accomplished in order to attain the end objective?
2. Who will perform the work required to accomplish the activities?
3. How much time will be required to perform the activities?
4. What relationships exist between the various activities?
5. At what point in time will events be completed?

PERT is designed to evaluate progress toward the attainment of project goals,

focus attention on potential and actual problems in projects, provide management with frequent and accurate status reports, predict likelihood of reaching project objectives and determine the shortest time in which a project can be completed. Computer programs using the PERT concept are available or could be developed to capitalize on the use of this tool.

Due to differences in staff and other resources available in different districts, the element of time may vary and should be considered flexible. A calculated date schedule for all districts cannot be precisely established. Because of this, time allowed for each activity has been arbitrarily assigned in the sample PERT networks provided.

PROCEDURE FOR UTILIZING DATA PROCESSING WITH A FOLLOW-UP STUDY

1. Obtain a listing of applicants, no shows, withdrawals, dismissals, drop-outs and graduates from Student Services department.

2. Punch a name card containing:

   a. Social security number
   b. Name
   c. Address
   d. Sex
   e. Class, code
   f. Program code

3. Count cards and obtain envelopes.

4. Data processing department runs a listing and mailing stickers (doubles).

5. Utilizing the name and address labels, prepare the mailing and sending.

6. Code all returns according to the "Occupational Title/Instructional Program Cross-Reference Guide".

7. Punch coded information into cards.

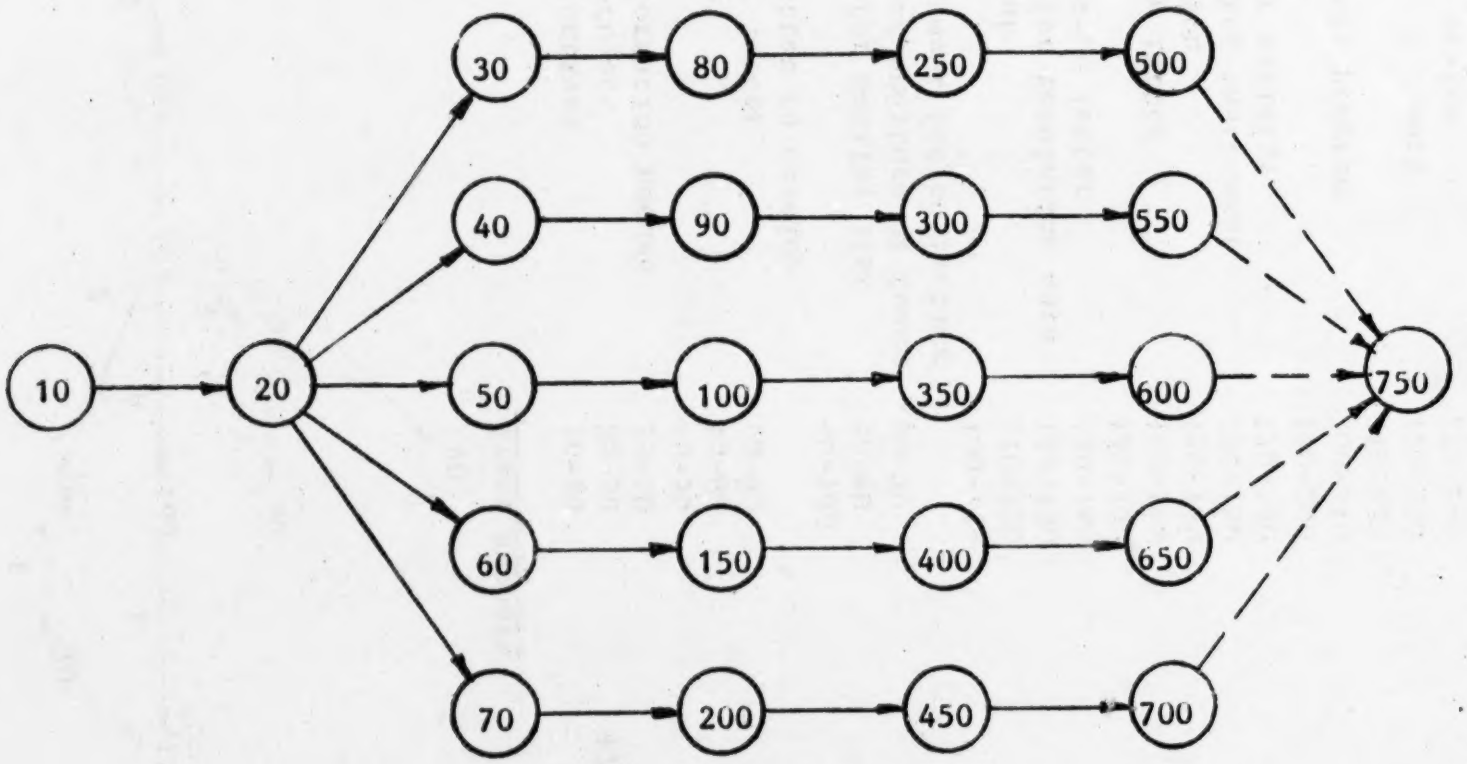
8. Make name and/or address changes in address cards.

9. Data Processing department should run a listing of current address changes and total information for the study by program and/or occupational areas of employment. A second and/or third mailing could be sent at this time using the same procedure.

10. Put all questionnaires into a binder according to programs and/or areas of employment.

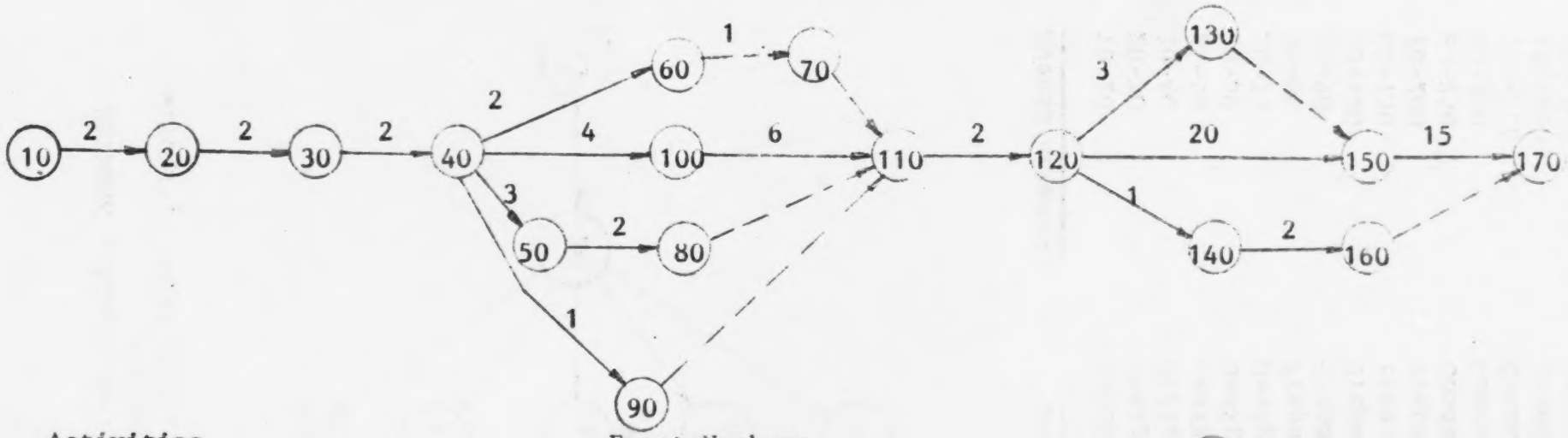
Because of the inability of all districts to conform to a standard computer program for follow-up studies, it is suggested that each district develop its own computer program until such time as when the Wisconsin Board of Vocational, Technical and Adult Education can provide computer service to the districts. Refer to current State Board Program Codes; ''Vocational Education and Occupations'', OE 80061, July 1969, by U. S. Department of Health, Education and Welfare and Labor, for descriptions of vocational education programs and their relationships to occupations; the ''Dictionary of Occupational Titles'' (DOT) Vols. I and II for occupational descriptions and classifications.

NETWORK DIAGRAM FOR DEVELOPING AND CONDUCTING A CONTINUOUS PROGRAM OF FOLLOW-UP STUDIES IN WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS

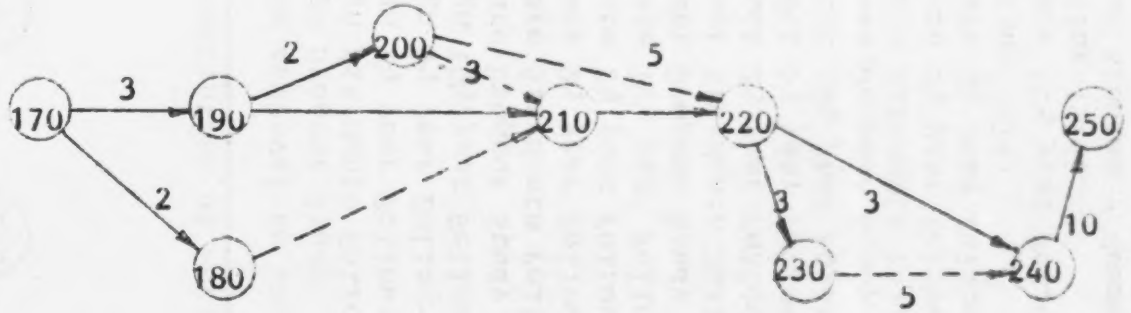


Events Numbers	Description of Activities
10-20	Obtain approval to conduct Follow-Up Studies
20-30	Design Dropout Study
20-40	Design Six-Month Follow-Up Study
20-50	Design 2½ year Follow-Up Study
20-60	Design 5½ year Follow-Up Study
20-70	Design 10½ year Follow-Up Study
30-80	Prepare Dropout Study Materials
40-90	Prepare Six-Month Follow-Up Materials
50-100	Prepare 2½ year Follow-up Materials
60-150	Prepare 5½ year Follow-Up Materials
70-200	Prepare 10½ year Follow-Up Materials
80-250	Conduct Dropout Study
90-300	Conduct Six-Month Follow-Up Study
100-350	Conduct 2½ year Follow-Up Study
150-400	Conduct 5½ year Follow-Up Study
450-700	Conduct 10½ year Follow-Up Study (mid December annually)
250-500	Prepare Dropout Study Report (mid-November annually)
300-550	Prepare Six-Month Follow-Up Report (mid November annually)
350-600	Prepare 2½ year Follow-Up Report (mid December annually)
400-650	Prepare 5½ year Follow-Up Report (mid December annually starting 1974)
450-700	Prepare 10½ year Follow-Up Report (mid December annually starting 1979)
750	End of Studies - Commence implementation of findings.

NETWORK DIAGRAM FOR CONDUCTING ONE OF SEVERAL FOLLOW-UP STUDIES IN WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS



Activities	Event Numbers
Determine Objectives	10-20
Approval of project	20-30
Determine information needed	30-40
Find names	40-50
Estimate cost	40-60
Develop cover letter	40-90
Appoint committee to develop instrument	40-100
Prepare code for mailing list	50-80
Approval for expenditure of funds	60-70
Prepare instrument for collecting data	100-110
Mail instrument	110-120
Develop code for tabulating data	120-130
Prepare follow-up letter	120-140
Collect data	120-150
Mail follow-up letter	140-160
Final tabulation	150-170
Design reporting instrument	170-180
Check data for validity	170-190
Interpet data	190-200
Develop computer program	200-210
Key punch	210-220
Prepare draft of report	220-230
Develop cover design	220-240
Review of draft of report	230-240
Publish report	240-250



Applicable with modifications for conducting 6 months, 2½ year, 5½ year and 10½ year follow-up studies. Numbers adjacent to each activity line indicate approximate number of days required for that activity. This will vary from district to district depending upon staff and resources available. Event number 250 should occur about mid-November each year.

PERT ACTIVITY INPUT

| PRECEDING EVENT NO. | | | | | SUCCEDING EVENT NO. | | | | | BLANK | RESP. CODE | | DESCRIPTION OF ACTIVITY | | | | |

ACTIVITY INPUT SHEET

PROGRAM _____

DEPT. JOB NUMBER _____ PROG. JOB NUMBER _____

DATE _____ NAME _____ PAGE ___ OF ___

29 30 31 32 33 34 35 36 37 38 39 40	CODES 41	SCHEDULED OR COMPLETION DATE DAY 42 43 MONTH 44 45 YEAR 46 47 48	NORMAL TIME 49 50 51 52 53	NORMAL COST 54 55 56 57 58 59 60 61 62 63	CRASH TIME 64 65 66 67 68	CRASH COST 69 70 71 72 73 74 75 76 77 78	BLANK 79 80

35

FOLLOW-UP SURVEYS
STATISTICAL CARD FORMAT

CARD COLUMN (S)	DATA
1	Card Id. "S"
2 - 10	Social Security Number
11 - 28	Name (When in School)
29	Sex
30	Student Load (Semester Credits) at Exit
31 - 48	Name Change
49 - 54	Job Code
55	Oriented to Program
56	Underemployed
57 - 60	Rate of Pay
61	Per
62	Job Satisfaction
63 - 64	Hours Per Week
65	Blank
66	Armed Forces
67	Education
68	Unemployment
69	Homemaker
70 - 71	Other
72	How Job Obtained
73	Occupational Classification Code
74	Occupational Classification Code
75 - 79	Program Code
80	Impression of School

FOLLOW-UP SURVEYS
SURVEY CODES

FIELD	CODES
SEX (C.C. 29)	1 - Male 2 - Female
JOB CODE (C.C. 49-54)	6 Positions numeric or not applicable (X's)
ORIENTED TO PROGRAM (C.C. 55)	1 - Occupation Trained 2 - Related Occupation 3 - Other X - Not Applicable
UNDEREMPLOYED (C.C. 56)	0 - No 1 - Yes X - Not Applicable
RATE OF PAY (C.C. 57-60)	4 Positions numeric Dollars and cents for hourly rate Whole dollars for weekly or monthly rate X - Not Applicable

PER (C.C. 61)	1 - Hour 2 - Week 3 - Month X - Not Applicable
JOB SATISFACTION (C.C. 62)	1 - Very satisfied 2 - Satisfied 3 - Little Satisfied 4 - Somewhat Dissatisfied 5 - Very Dissatisfied 6 - Other
HOURS PER WEEK (C.C. 63-64)	2 Positions numeric or not applicable (X's)
ARMED FORCES (C.C. 66)	0 - No 1 - Army 2 - Navy 3 - Marines 4 - Air Force 5 - Drafted 6 - Volunteered 7 - Enlisted Man 8 - Officer
EDUCATION (C.C. 67)	0 - No 1 - Full-Time 2 - Part-Time 3 - In VTAE School 4 - In WSU 5 - In UW 6 - Other 7 - Same Program Area 8 - Different Program Area
UNEMPLOYMENT (C.C. 68)	0 - No 1 - Seeking Work (Unemployed) 2 - Not Seeking Work (Unemployed)
HOMEMAKER (C.C. 69)	0 - No 1 - Yes
OTHER (C.C. 70-71)	2 Positions numeric or not applicable (X's)
FIRST JOB (C.C. 72)	1 - District or School 2 - W. S. E. S. 3 - Friend or Relative 4 - Advertisements-Inquired at company 5 - Private employment agency 6 - Returned to previous employer 7 - Union or bargaining group 8 - Civil Service 9 - Other X - No Response or not applicable

OCCUPATIONAL CLASSIFICATION CODE (C.C. 73)

1 - Construction and Maintenance
2 - Transportation
3 - Manufacturing and Fabrication
4 - Service
5 - Recreation & Hospitality
6 - Communications

OCCUPATIONAL CLASSIFICATION CODE (C.C. 74)

1 - Agriculture
2 - Distributive
3 - Health
4 - Home Economics (Wage Earning)
5 - Office
6 - Technical
7 - Trade and Industry

IMPRESSION OF SCHOOL CODE (C.C. 80)

1 - More than adequate
2 - Adequate
3 - Less than adequate

FOLLOW-UP SURVEYS
CODING INFORMATION

If Job Code (C.C. 49-54) is X's then

A. Oriented to Program (C.C. 55) must be X
B. Underemployed (C.C. 56) must be X
C. Rate of Pay (C.C. 57-60) must be X's
D. Per (C.C. 61) must be X
E. Hours Per Week (C.C. 63-64) must be XX
F. First Job (C.C. 72) must be X
G. and either Armed Forces (C.C. 66) must be 1, 2, 3, or 4; or
   Education (C.C. 67) must be 1 or 2; or
   Unemployment (C.C. 68) must be 1 or 2; or
   Homemaker (C.C. 69) must be 1.

If Job Code (C.C. 49-54) is not X's then

A. Each position of Job Code must be numeric 0-9
B. Oriented to Program (C.C. 55) must be 1, 2, or 3
C. Underemployed (C.C. 56) must be 0 or 1
D. Rate of Pay (C.C. 57-60) must be 0-9, 0-9, 0-9, 0-9 and
   Per (C.C. 61) must be 1, 2, or 3 and
   Hours Per Week (C.C. 63-64) must be 0-9, 0-9; or
   Rate of Pay and Per must be all X's and Hours Per Week must be 0-9, 0-9
E. Armed Forces (C.C. 66) must be 0.

If Armed Forces (C.C. 66) is 1, 2, 3, or 4 then

A. Job Code (C.C. 49-54) must be X's
B. Unemployment (C.C. 68) must be 0
C. Homemaker (C.C. 69) must be 0

If Unemployed (C.C. 68) is 1 or 2 then

A. Job Code (C.C. 49-50) must be X's
B. Armed Forces (C.C. 66) must be 0

(If (C.C.68) is 0, then A. must not be X's unless Armed Forces is 1,2,3, or 4.

If unemployed (C.C. 68) is 0 then:

A. Job Code must not be X's unless Armed Forces is 1, 2, 3, or 4

"DROP-OUT" SURVEYS

SURVEY CODES

Card Columns & Fields	Codes
1	Card identification "D"
2 - 10	Social Security Number
11 - 28	Name (when in school)
29. Sex (C.C. 29)	1. male 2. female
30. Student Load (Semester credits)	0. 2 or less 1. 3-4 2. 5-6 3. 7-8 4. 9-10 5. 11-12 6. 13-14 7. 15-16 8. 17-18 9. 19 or more
31. Person made application	1. yes 2. no 8. unknown 9. not applicable
32. Applicant was rejected (not accepted)	1. yes 2. no 8. unknown 9. not applicable
33. Applicant was accepted but did not enter school ("No Show")	1. yes 2. no 8. unknown 9. not applicable
34. Applicant was accepted in program	1. yes 2. no 8. unknown 9. not applicable
35. Applicant accepted in program	1. Program applied for 2. Program not applied for 8. unknown 9. not applicable
36. Student entered school (registered, enrolled)	1. yes 2. no 8. unknown 9. not applicable

37. Entered program	1. Program applied for 2. Program not applied for 8. unknown 9. not applicable
38. Changed program	1. yes 2. no 8. unknown 9. not applicable
39. Enrolled second semester	1. yes 2. no 8. unknown 9. not applicable
40. Completed second semester	1. yes 2. no 8. unknown 9. not applicable
41. Completed second semester	1. same program 2. different program 8. unknown 9. not applicable
42. Reasons not entering or completing	1. Graduation 2. non-attendance 3. transferred other VTAE school 4. transferred UW 5. transferred WSU 6. transferred County Teachers College 7. transferred Wis. Private College 8. transferred other in-state school 9. transferred out-state school
43-45 School to which transferred	Positions numeric (see MIS Transfer Code)
46. Reasons not entering or completing	1. armed forces 2. obtained job related to education 3. obttained job not related to education 4. achieved educational goal 5. personal reasons 6. moved from area 7. commuting distance 8. conflict with work 9. illness in family
47. Reasons not entering or completing	1. no second semester programs 2. lack of interest 3. change of interest 4. finances 5. academic drop 6. social suspension 7. marriage 8. illness to self 9. low grades

48. Reasons not entering or completing	1. voluntary withdrawal 2. unknown 3. other 9. not applicable
49. Enrolled first semester last year	1. yes 2. no 8. unknown 9. not applicable
50. Enrolled third semester this year	1. yes 2. no 8. unknown 9. not applicable
51. Number of days in school this year	1. none 2. 5 or less 3. 6-50 4. 51-99 5. 100-150 6. 151-170 7. 171 and over 9. not applicable
52. type of housing	1. with parents 2. with relatives 3. rent room/private home 4. hotel/motel 5. school dorm 6. commuted to school 7. walked to school 9. not applicable
53. Satisfaction with housing	1. very much 2. some 3. none 9. not applicable
54. How obtained housing	1. school assisted 2. self 3. friends 9. not applicable

APPENDIX

Codes and Titles:

Vocational-Technical Instructional Programs

01.000000 AGRICULTURE

- 01 Agricultural Production
- 0101 Animal Science
- 0102 Plant Science
- 0103 Farm Mechanics
- 0104 Farm Business Management
- 0199 Agricultural Production, Other
- 02 Agricultural Supplies/Services
- 0201 Agricultural Chemicals
- 0202 Feeds
- 0203 Seeds
- 0204 Fertilizers (Plant Food)
- 0299 Agricultural Supplies/Services, Other
- 03 Agricultural Mechanics
- 0301 Agricultural Power and Machinery
- 0302 Agricultural Structures and Conveniences
- 0303 Soil Management
- 0304 Water Management
- 0305 Agricultural Mechanics Skills
- 0306 Agricultural Construction and Maintenance
- 0307 Agricultural Electrification
- 0399 Agricultural Mechanics, Other
- 04 Agricultural Products
- 0401 Food Products
- 040102 Dairy Products
- 0402 Nonfood Products
- 0499 Agricultural Products, Other
- 05 Ornamental Horticulture (Production, Processing, Marketing, and Services)
- 0501 Arboriculture
- 0502 Floriculture
- 0503 Greenhouse Operation and Management
- 0504 Landscaping
- 0505 Nursery Operation and Management
- 0506 Turf Management
- 0599 Ornamental Horticulture, Other
- 06 Agricultural Resources (Conservation, Utilization, and Services)
- 0601 Forests
- 0602 Recreation
- 0603 Soil
- 0604 Wildlife (Including Game Farms and Hunting Areas)
- 0605 Water
- 0606 Air
- 0607 Fish (Including Farms and Hatcheries)
- 0608 Range
- 0699 Agricultural Resources, Other

01.000000 AGRICULTURE-Continued

- 07 Forestry (Production, Processing, Management, Marketing, and Services)
- 0701 Forests
- 0702 Forest Protection
- 0703 Logging (Harvesting and Transporting)
- 0704 Wood Utilization
- 0705 Recreation
- 0706 Special Products
- 0799 Forestry, Other
- 99 Agriculture, Other

04.000000 DISTRIBUTIVE EDUCATION

- 01 Advertising Services
- 02 Apparel and Accessories
- 03 Automotive
- 04 Finance and Credit
- 05 Floristry
- 06 Food Distribution
- 07 Food Services
- 08 General Merchandise
- 09 Hardware, Building Materials, Farm and Garden Supplies and Equipment
- 10 Home Furnishings
- 11 Hotel and Lodging
- 12 Industrial Marketing
- 13 Insurance
- 14 International Trade
- 15 Personal Services
- 16 Petroleum
- 17 Real Estate
- 18 Recreation and Tourism
- 19 Transportation
- 20 Retail Trade, Other
- 31 Wholesale Trade, Other
- 99 Distributive Education, Other

07.000000 HEALTH OCCUPATIONS EDUCATION

- 01 Dental
- 0101 Dental Assisting
- 0102 Dental Hygiene (Associate Degree)
- 0103 Dental Laboratory Technology
- 0199 Dental, Other

07.000000 HEALTH OCCUPATIONS EDUCATION-Continued

02	Medical Laboratory Technology
0201	Cytology (Cytotechnology)
0202	Histology
0203	Medical Laboratory Assisting
0204	Hematology
0299	Medical Laboratory Technology, Other
03	Nursing
0301	Nursing (Associate Degree)
0302	Practical (Vocational) Nursing
0303	Nursing Assistance (Aide)
0304	Psychiatric Aide
0305	Surgical Technician (Operating Room Technician)
0306	Obstetrical Technician
0307	Home Health Aide
0308	School Health Aide
0399	Nursing, Other
04	Rehabilitation
0401	Occupational Therapy
0402	Physical Therapy
0403	Prosthetics
0404	Orthotics
0499	Rehabilitation, Other
05	Radiologic
0501	Radiologic Technology (X-ray)
0502	Radiation Therapy
0503	Nuclear Medical Technology
0599	Radiologic, Other
06	Ophthalmic
0601	Ophthalmic Dispensing
0602	Orthoptics
0603	Optometrist Assistant
0699	Ophthalmic, Other
07	Environmental Health
0701	Environmental Health Assistant
0702	Radiological Health Technician
0703	Sanitarian Assistant
0799	Environmental Health, Other
08	Mental Health Technology
0801	Mental Health Technician
0802	Mental Retardation Aide
0899	Mental Health Technology, Other
09	Miscellaneous Health Occupations Education
0901	Electroencephalograph Technician
0902	Electrocardiograph Technician
0903	Inhalation Therapy
0904	Medical Assistant (Assistant in Physician's Office)
0905	Central Supply Technician
0906	Community Health Aide
0907	Medical Emergency Technician
0908	Food Service Supervisor
0909	Mortuary Science
0910	Orthopedic Assisting
99	Health Occupations Education, Other

09.000000 HOME ECONOMICS

01	Homemaking: Preparation for Personal, Home, and Family Living
0101	Comprehensive Homemaking or Home Economics
0102	Child Development
0103	Clothing and Textiles
0104	Consumer Education
0105	Family Health
0106	Family Relations
0107	Foods and Nutrition
0108	Home Management
0109	Housing and Home Furnishings
0199	Homemaking, Other
02	Occupational Preparation
0201	Care and Guidance of Children
0202	Clothing Management, Production, and Services
0203	Food Management, Production, and Services
0204	Home Furnishings, Equipment, and Services
0205	Institutional and Home Management and Supporting Services
0299	Occupational Preparation, Other

14.000000 OFFICE OCCUPATIONS

01	Accounting and Computing Occupations
0101	Accountants
0102	Bookkeepers
0103	Cashiers
0104	Machine Operators: Billing, Bookkeeping, and Computing
0105	Tellers
0199	Accounting and Computing Occupations, Other
02	Business Data Processing Systems Occupations
0201	Computer and Console Operators
0202	Peripheral Equipment Operators
020201	Key Punch and Coding Equipment Operators
0203	Programmers
0204	Systems Analysts
0299	Business Data Processing Systems Occupations, Other
03	Filing, Office Machines, and General Office Clerical Occupations
0301	Duplicating Machine Operators
0302	File Clerks
0303	General Office Clerks
0399	Filing, Office Machines, and General Office Clerical Occupations, Other
04	Information Communication Occupations
0401	Communication Systems Clerks and Operators
0402	Correspondence Clerks
0403	Mail and Postal Clerks
0404	Mail Preparing and Mail Handling Machine Operators
0405	Messengers and Office Boys and Girls
0406	Receptionists and Information Clerks
0499	Information Communication Occupations, Other
05	Materials Support Occupations (Transporting, Storing, and Recording)

14.000000 OFFICE OCCUPATIONS-Continued

0501 Planning and Production Clerks
0502 Quality Control Clerks
0503 Shipping and Receiving Clerks
0504 Stock and Inventory Clerks
0505 Traffic, Rate, and Transportation Clerks
0599 Material Support Occupations (Transporting, Storing, and Recording), Other
06 Personnel, Training, and Related Occupations
0601 Educational Assistants and Training Specialists
0602 Interviewers and Test Technicians
0603 Personnel Assistants
0799 Personnel, Training, and Related Occupations, Other
07 Stenographic, Secretarial, and Related Occupations
0701 Executive Secretary
0702 Secretaries
0703 Stenographers
0799 Stenographic, Secretarial, and Related Occupations, Other
08 Supervisory and Administrative Management Occupations
0801 Administrative Assistants
0802 Budget Management Analysts
0803 Clerical and Office Supervisors
0804 Data-Methods and Systems Procedures Analysts
0805 Office Managers and Chief Clerks
0899 Supervisory and Administrative Management Occupations, Other
09 Typing and Related Occupations
0901 Clerk-Typists
0902 Typists
0999 Typing and Related Occupations, Other
99 Office Occupations, Other

16.000000 TECHNICAL EDUCATION

01 Engineering Related Technology
0101 Aeronautical Technology
0102 Agricultural Technology
010201 Agricultural Electrification Technology
010202 Agricultural Machinery and Equipment Technology
010203 Agricultural Structures and Conveniences
010299 Agricultural Technology, Other
0103 Architectural Technology (Building Construction)
0104 Automotive Technology
0105 Chemical Technology
0106 Civil Technology
010601 Roadway Technology
010602 Sanitation Technology
010603 Structural Technology
010699 Civil Technology, Other
0107 Electrical Technology
0108 Electronic Technology
0109 Electromechanical Technology
0110 Environmental Control Technology

16.000000 TECHNICAL EDUCATION-Continued

011001 Cooling
011002 Heating
011003 Refrigeration
011099 Environmental Control Technology, Other
0111 Industrial Technology
0112 Instrumentation Technology
0113 Mechanical Technology
011301 Energy Conversion
011302 Machine and Tool Design
011303 Production
011399 Mechanical Technology, Other
0114 Metallurgical Technology
0115 Nuclear Technology
0116 Petroleum Technology
0117 Scientific Data Processing
0199 Engineering Related Technology, Other
02 Agricultural Related Technology
0201 Animal Science
0202 Dairy Technology
0203 Food Processing Technology
0204 Plant Science
0299 Agricultural Related Technology, Other
03 Health Related Technology
0301 Dental Hygiene (Associate Degree)
0302 Electroencephalograph Technician
0303 Medical Laboratory Assisting
0304 Radiologic Technology (X-ray)
0305 Nursing (Associate Degree)
0399 Health Related Technology, Other
04 Office Related Technology
0401 Computer Programmer
0402 Systems Analyst Technology
0499 Office Related Technology, Other
05 Home Economics Related Technology
0501 Child Care Center Assistant
0502 Hospital Children's Division Assistant
0503 Teacher's Assistant at the Preprimary Level
0504 Food Service Supervisor
0505 Interior Decorator Assistant
0506 Home Equipment Demonstrator
0599 Home Economics Related Technology, Other
06 Miscellaneous Technical Education
0601 Commercial Pilot Training
0602 Fire and Fire Safety Technology
0603 Forestry Technology
0604 Oceanographic Technology (Physical, Biological, and Fisheries)
0605 Police (Law Enforcement and Corrections) Science Technology
0699 Miscellaneous Technical Education, Other

17.000000 TRADE AND INDUSTRIAL OCCUPATIONS

01	Air Conditioning
0101	Cooling
0102	Heating
0103	Ventilating (Filtering and Humidification)
0199	Air Conditioning, Other
02	Appliance Repair
0201	Electrical Appliances
0202	Gas Appliances
03	Automotive Services
0301	Body and Fender
0302	Mechanics
0303	Specialization, Other
0399	Automotive Services, Other
04	Aviation Occupations
0401	Aircraft Maintenance
040101	Airframe
040102	Power Plant
040199	Aircraft Maintenance, Other
0402	Aircraft Operations
0403	Ground Operations
0499	Aviation Occupations, Other
05	Blueprint Reading
06	Business Machine Maintenance
07	Commercial Art Occupations
0701	Interior Decorating
0702	Window Display
0703	Product Design
0799	Commercial Art Occupations, Other
08	Commercial Fishery Occupations
0801	Seamanship
0802	Ship and Boat Operation and Maintenance
0899	Commercial Fishery Occupations, Other
09	Commercial Photography Occupations
0901	Photographic Laboratory and Darkroom Occupations
0999	Commercial Photography Occupations, Other
10	Construction and Maintenance Trades
1001	Carpentry
1002	Electricity
1003	Heavy Equipment (Construction)
100301	Maintenance, Heavy Equipment
100302	Operation, Heavy Equipment
1004	Masonry
1005	Painting and Decorating
1006	Plastering
1007	Plumbing and Pipefitting
1008	Dry Wall Installation
1009	Glazing
1010	Roofing
1099	Construction and Maintenance Trades, Other
11	Custodial Services
12	Diesel Mechanic

17.000000 TRADE AND INDUSTRIAL OCCUPATIONS-Continued

13	Drafting
14	Electrical Occupations
1401	Industrial Electrician
1402	Lineman
1403	Motor Repairman
1499	Electrical Occupations, Other
15	Electronics Occupations
1501	Communications
1502	Industrial Electronics
1503	Radio/Television
1599	Electronics Occupations, Other
16	Fabric Maintenance Services
1601	Drycleaning
1602	Laundering
1699	Fabric Maintenance Services, Other
17	Foremanship, Supervision, and Management Development
18	General Continuation
19	Graphic Arts Occupations
1901	Composition, Makeup and Typesetting
1902	Printing Press Occupations
1903	Lithography, Photography, and Platemaking
1904	Photoengraving
1905	Silk Screen Making and Printing
1906	Bookbinding
1999	Graphic Arts, Other
20	Industrial Atomic Energy
2001	Installation, Operation, and Maintenance of Reactors
2002	Radiography
2003	Industrial Uses of Radioisotopes
2099	Industrial Atomic Energy, Other
21	Instrument Maintenance and Repair
2101	Instruments (Other than Watches and Clocks)
2102	Watchmaking and Repair
22	Maritime Occupations
23	Metalworking
2301	Foundry
2302	Machine Shop
2303	Machine Tool Operation
2304	Metal Trades, Combined
2305	Sheet Metal
2306	Welding and Cutting
230601	Gas Welding
230602	Electric Welding
230603	Combination Welding
230604	Brazing and Soldering
230699	Welding and Cutting, Other
2307	Tool and Die Making
2308	Die Sinking
2309	Metal Patternmaking
2399	Metalworking, Other
24	Metallurgy
26	Personal Services

17.000000 TRADE AND INDUSTRIAL OCCUPATIONS-Continued

2601	Barbering
2602	Cosmethology
2699	Personal Services, Other
27	Plastics Occupations
28	Public Service Occupations
2801	Fireman Training
2802	Law Enforcement Training
2899	Public Service Occupations, Other
29	Quantity Food Occupations
2901	Baker
2902	Cook/Chef
2903	Meat Cutter
2904	Waiter/Waitress
2999	Quantity Food Occupations, Other
30	Refrigeration
31	Small Engine Repair, Internal Combustion
32	Stationary Energy Sources Occupations
3201	Electric Power Generating Plants
3202	Pumping Plants
3299	Stationary Energy Sources Occupations, Other
33	Textile Production and Fabrication
3301	Dressmaking
3302	Tailoring
3399	Textile Production and Fabrication, Other
34	Leatherworking
3401	Shoe Manufacturing
3402	Shoe Repair
3499	Leatherworking, Other
35	Upholstering
36	Woodworking Occupations
3601	Millwork and Cabinet Making
3699	Woodworking, Other
99	Trade and Industrial Occupations, Other

BEST AVAILABLE COPY

OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS

OCCUPATIONAL CATEGORIES

0, 1 Professional, technical, and managerial occupations
2 Clerical and sales occupations
3 Service occupations
4 Farming, fishery, forestry, and related occupations
5 Processing occupations
6 Machines trades occupations
7 Bench work occupations
8 Structural work occupations
9 Miscellaneous occupations

TWO-DIGIT OCCUPATIONAL DIVISIONS

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

00, 01 Occupations in architecture and engineering
02 Occupations in mathematics and physical sciences
04 Occupations in life sciences
05 Occupations in social sciences
07 Occupations in medicine and health
09 Occupations in education
10 Occupations in museum, library, and archival sciences
11 Occupations in law and jurisprudence
12 Occupations in religion and theology
13 Occupations in writing
14 Occupations in art
15 Occupations in entertainment and recreation
16 Occupations in administrative specializations
18 Managers and officials, n.e.c.
19 Miscellaneous professional, technical, and managerial occupations

CLERICAL AND SALES OCCUPATIONS

20 Stenography, typing, filing, and related occupations
21 Computing and account-recording occupations
22 Material and production recording occupations
23 Information and message distribution occupations
24 Miscellaneous clerical occupations
25 Salesmen, services
26, 27, 28 Salesmen and salespersons, commodities
29 Merchandising occupations, except salesmen

SERVICE OCCUPATIONS

30 Domestic service occupations
31 Food and beverage preparation and service occupations
32 Lodging and related service occupations
33 Barbering, cosmetology, and related service occupations
34 Amusement and recreation service occupations
35 Miscellaneous personal service occupations
36 Apparel and furnishings service occupations
37 Protective service occupations
38 Building and related service occupations

FARMING, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

40 Plant farming occupations
41 Animal farming occupations
42 Miscellaneous farming and related occupations
43 Fishery and related occupations
44 Forestry occupations
45 Hunting, trapping, and related occupations
46 Agricultural service occupations

PROCESSING OCCUPATIONS

50 Occupations in processing of metal
51 Ore refining and foundry occupations
52 Occupations in processing of food, tobacco, and related products
53 Occupations in processing of paper and related materials
54 Occupations in processing of petroleum, coal, natural and manufactured gas, and related products
55 Occupations in processing of chemicals, plastics, synthetics, rubber, paint, and related products
56 Occupations in processing of wood and wood products
57 Occupations in processing of stone, clay, glass, and related products
58 Occupations in processing of leather, textiles, and related products
59 Processing occupations, n.e.c.

MACHINE TRADES OCCUPATIONS

60 Metal machining occupations
61 Metalworking occupations, n.e.c.
62, 63 Mechanics and machinery repairmen
64 Paperworking occupations
65 Printing occupations
66 Wood machining occupations
67 Occupations in machining stone, clay, glass, and related materials
68 Textile occupations
69 Machine trades occupations, n.e.c.

BENCH WORK OCCUPATIONS

70 Occupations in fabrication, assembly, and repair of metal products, n.e.c.
71 Occupations in fabrication and repair of scientific and medical apparatus, photographic and optical goods, watches and clocks, and related products
72 Occupations in assembly and repair of electrical equipment
73 Occupations in fabrication and repair of products made from assorted materials
74 Painting, decorating, and related occupations
75 Occupations in fabrication and repair of plastics, synthetics, rubber, and related products
76 Occupations in fabrication and repair of wood products
77 Occupations in fabrication and repair of sand, stone, clay, and glass products
78 Occupations in fabrication and repair of textile, leather, and related products
79 Bench work occupations, n.e.c.

STRUCTURAL WORK OCCUPATIONS

80 Occupations in metal fabricating, n.e.c.
81 Welders, flame cutters, and related occupations
82 Electrical assembling, installing, and repairing occupations
84 Painting, plastering, waterproofing, cementing, and related occupations
85 Excavating, grading, paving, and related occupations
86 Construction occupations, n.e.c.
89 Structural work occupations, n.e.c.

MISCELLANEOUS OCCUPATIONS

90 Motor freight occupations
91 Transportation occupations, n.e.c.
92 Packaging and materials handling occupations
93 Occupations in extraction of minerals
94 Occupations in logging
95 Occupations in production and distribution of utilities
96 Amusement, recreation, and motion picture occupations, n.e.c.
97 Occupations in graphic art work

OTHER

000 Unemployed
093 Student Full Time
095 Student Part Time
308 Housewife or Homemaker
980 Armed Forces
990 Not Applicable
999 Not Ascertained

EMPLOYMENT AREAS,
OE CODE DESIGNATIONS
TO BE USED ONLY FOR
FORM OE 3139, in FY 1970

Construction and Maintenance

16.0103	Architectural Technology
16.0106	Civil Technology
16.0110	Environmental Control Technology
17.01	Air Conditioning
17.10	Construction and Maintenance Trades
17.13	Drafting
17.14	Electrical Occupations
17.36	Woodworking Occupations

Health

07.01	Dental
07.02	Medical Laboratory Technology
07.03	Nursing
07.04	Rehabilitation
07.05	Radiologic
07.06	Ophthalmic
07.07	Environmental Health
07.08	Mental Health Technology
07.09	Miscellaneous Health Occupations
07.99	Health Occupations, Other
16.03	Health Related Technology

Transportation

04.19	Transportation
16.0101	Aeronautical Technology
16.0104	Automotive Technology
16.0106	Civil Technology
17.03	Automotive Services
17.04	Aviation Occupations
17.12	Diesel Mechanic
17.22	Maritime Occupations

Manufacturing and Fabrication

16.0105	Chemical Technology
16.0107	Electrical Technology
16.0108	Electronic Technology
16.0109	Electromechanical Technology
16.0111	Industrial Technology
16.0112	Instrumentation Technology

Employment Areas, OE Code Designations (Cont'd)

Manufacturing and Fabrication (Cont'd)

16.0113	Mechanical Technology
16.0114	Metallurgical Technology
16.0115	Nuclear Technology
16.0116	Petroleum Technology
16.0603	Forestry Technology
17.05	Blueprint Reading
17.17	Foremanship, Supervision, and Management Development
17.20	Industrial Atomic Energy
17.23	Metalworking
17.24	Metallurgy
17.27	Plastics Occupations
17.32	Stationary Energy Sources Occupations
17.33	Textile Production and Fabrication
17.34	Leatherworking

Service

01.02	Agricultural Supplies/Services
01.03	Agricultural Mechanics
04.15	Personal Services
09.02	Home Economics Occupational Preparation
16.05	Home Economics Related Technology
16.0602	Fire and Fire Safety Technology
16.0605	Police Science Technology
17.06	Business Machine Maintenance
17.09	Commercial Photography Occupations
17.11	Custodial Services
17.16	Fabric Maintenance Services
17.21	Instrument Maintenance and Repair
17.26	Personal Services
17.28	Public Service Occupations
17.30	Refrigeration
17.31	Small Engine Repair
17.35	Upholstering

Recreation and Hospitality

01.06	Agricultural Resources (Conservation, Utilization, and Services)
04.07	Food Services
04.11	Hotel and Lodging
04.18	Recreation and Tourism
17.29	Quantity Foods Occupations

Marketing

01.04	Agricultural Products
01.05	Ornamental Horticulture
04.01	Advertising Services
04.02	Apparel and Accessories
04.03	Automotive

Employment Areas, OE Code Designations (Cont'd)

Marketing (Cont'd)

04.04	Finance and Credit
04.05	Floristry
04.06	Food Distribution
04.08	General Merchandise
04.09	Hardware, Building Materials, Farm and Garden Supplies and Equipment
04.10	Home Furnishings
04.13	Insurance
04.14	International Trade
04.16	Petroleum
04.17	Real Estate
04.20	Retail Trade, Other
04.31	Wholesale Trade, Other
16.0102	Agricultural Technology
17.07	Commercial Art Occupations
17.08	Commercial Fishery Occupations

Agriculture

01.01	Agricultural Production
01.07	Forestry
01.99	Agriculture, Other
16.02	Agricultural Related Technology

Office

14.01	Accounting and Computing Occupations
14.02	Business Data Processing Systems Occupations
14.03	Filing, Office Machines, and General Office Clerical Occu.
14.05	Materials Support Occupations
14.06	Personnel, Training, and Related Occupations
14.07	Stenographic, Secretarial, and Related Occupations
14.08	Supervisory and Administrative Management Occupations
14.09	Typing and Related Occupations
14.99	Office Occupations, Other
16.04	Office Related Technology

Communications

14.04	Information Communications Occupations
17.15	Electronics Occupations
17.19	Graphic Arts

If a program is not specifically listed above, either in a group classification or by specific OE Code, list the completions under the heading which most nearly describes the employment area and list the program's OE Code number and title on a separate page. Every program completion should be reported under only one of the ten classifications.

PART IV: "DROP-OUT" STUDY

Vocational, Technical and Adult Schools, like other educational institutions, take pride in annual graduation ceremonies which are tangible evidence of success, both of the student and the instructor. While this feeling of pride is justified, it should be tempered with the recognition that an element of failure is present in every school. This failure is represented by an alarming number of students who enter school but fail to complete the program of studies. Drop-outs (non-persisters) may be generally classified in the following patterns:

1. Students called "no shows" who apply and complete the entire process but fail to appear on the opening day of class.
2. Students who drop-out of school sometime during the semester without any explanation, thus becoming unofficial withdrawals.
3. Students who withdraw with proper notice during the semester.
4. Students who end their education before completing the program. Such withdrawals, of course, may not necessarily reflect failure on the part of the school because the students may have planned a short-range program of studies.
5. Students who are dismissed for academic, social or disciplinary reasons.

Follow-up studies are concerned with determining the number of drop-outs and withdrawals, attempting to determine the characteristics of such students, and taking the proper steps to reduce their number. It is relatively easy to determine the number of "no shows."

The school usually has considerable information about students before they become drop-outs or leave school, but after they leave they are usually hard to contact and it is difficult to obtain valid reasons for their withdrawal. Efforts must be increased to research this problem through follow-up and identification of potential drop-outs. Districts are requested to complete as much of the accompanying exit report instrument for as many non-persisters (drop-outs) as possible.

All non-persisters should be included in the six-month, 2 1/2 year, 5 1/2 year and 10 1/2 year follow-up studies. Special drop-out studies should be conducted using modification of accompanying instruments and cover letters. All staff should be notified immediately when a person is dismissed, drops out or withdraws. Students need to be convinced that leaving school requires a formal withdrawal procedure similar to that required at registration time. Best results can be attained when exit forms are completed by class groups. However, students who were absent or those departing early should complete the form as part of the withdrawal process. A periodic report could be disseminated indicating the name, program and withdrawal date. Immediate efforts should bemade to verify reasons for withdrawal. Districts may wish to compare students' indicated reasons for leaving at time of exit with reasons indicated at a time six months or one year after leaving the school.

The report forms VE-RS-5 and VE-RS-6 for students of the even school-years, 1970-71, 1972-73 etc., should be submitted to the state office prior to the succeeding December 15. The report forms VE-RS-7 and VE-RS-8 for students of odd school-years, 1971-72, 1973-74 etc., should be submitted prior to the succeeding December 15. Separate reports utilizing the same forms should be submitted for part time preparatory students and for full time preparatory students.

SAMPLE STUDENT EXIT FORM

1. Please indicate:

/__/ Full Time	/__/ Semester 1	/__/ Male	/__/ Married	Program Code
/__/ Part Time	/__/ Semester 2	/__/ Female	/__/ Single	____

2. Student's name and Permanent Address -- PRINT

_____
First Last

_____
Street Address

_____
(City) (State) (Zip Code)

3. Social Security No. _____
   Age /__/
   Exit Date _____, 19____

Students graduating complete items 1,2,3,4 (1), and 5.
Students not graduating are required to schedule a conference with a counselor and their program chairman to complete the withdrawal form. Failure to do so results in grades being recorded as failures.
Official withdrawals are not granted during the last three weeks of classes in a semester. Consult school catalog or student handbook.

4. Reason(s) for Withdrawal: (Check all applicable) (Graduates check item #1 only)

1. /__/ Graduation	10. /__/ Moved from area	17. /__/ Finances
2. /__/ Non-attendance	11. /__/ Communting distance	18. /__/ Academic Drop
3. /__/ Transferred to another school	12. /__/ Conflict with work	19. /__/ Social Suspension
4. /__/ Entered Armed Forces	13. /__/ Illness in family	20. /__/ Marriage
5. /__/ Obtained job related to education	14. /__/ No 2nd Sem. Program	21. /__/ Illness to self
6. /__/ Obtained job un-related to education	15. /__/ Lack of interest	22. /__/ Low Grades
7. /__/ Achieved educational goal	16. /__/ Change of interest	23. /__/ Unknown
8. /__/ Personal Reasons		
9. /__/ Other (explain) _____		

5. If applicable, you are responsible for the following:

Selective Service registrants are required by law to notify their local boards within ten (10) day of withdrawal that they are no longer attending the college.
Social Security beneficiaries are required to notify their social security office immediately when they withdraw from full-time attendance.
Veteran beneficiaries or Loan Recipients who have not already done so, are to notify our Financial Aids Officer immediately of their withdrawal.

6. Obtain signatures of:
   (1) Guidance Counselor, _____ (2) Division Chairman _____
   or Financial Aids Officer, _____ (3) Librarian _____

/__/ Yes ID Card Returned
/__/ No To Registrar

_____
Student's Signature

/__/ Refund Given _____
Date

_____
Registrar's Signature

SUGGESTED APPENDIX TO EXIT FORM (FUTURE PLANS)

(Please check all that apply in both columns).

Plans	Immediate	Long-Range
I. Educational Plans. Further study.		
A. at a Vocational/Technical School.	_____	_____
B. at a Junior or Two-Year College.	_____	_____
C. at a College or University working on an undergraduate degree.	_____	_____
D. at a College or University working on a professional degree	_____	_____
E. at a College or University working on a graduate degree.	_____	_____
II. Occupational Plans. (Name of Employer _____)	_____	_____
A. Nature of Employer (check one)		
___ 1. Business, Industry or Agriculture	_____	_____
___ 2. Educational Services	_____	_____
___ 3. Governmental Services (other than education)	_____	_____
B. Nature of Position (check one) Title:_____		
___ 1. Professional, Technical and Managerial	_____	_____
___ 2. Sales	_____	_____
___ 3. Clerical	_____	_____
___ 4. Skilled or semi-skilled labor	_____	_____
___ 5. Unskilled labor	_____	_____
C. Area of Employment (check one)		
___ 1. Construction and Maintenance	_____	_____
___ 2. Health	_____	_____
___ 3. Transportation	_____	_____
___ 4. Manufacturing and Fabricating	_____	_____
___ 5. Service	_____	_____
___ 6. Recreation and Hospitality	_____	_____
___ 7. Marketing	_____	_____
___ 8. Agriculture	_____	_____
___ 9. Office	_____	_____
___10. Communications	_____	_____
D. Military Service.		
1. Commissioned Officer Level.	_____	_____
2. Other (specify)_____	_____	_____
E. Peace Corps, Vista or other Voluntary Services.	_____	_____
F. Homemaking.	_____	_____
G. Other (Specify)_____		
_____		

SUGGESTED QUESTIONNAIRE TO "DROP-OUTS"

(To collect information for VE-RS-5 and VE-RS-6)

Name of Student _____ Social Security No. _____
Street Address _____ Program Code No. _____
City, State, Zip _____ Male or Female _____

MAY WE KNOW:

1. Your mailing address or name change if different from above. Single _____
_____ Married _____
_____

2. If employed, the firm's name and address.
_____ Started Working Here _____
_____ (month) (year)

A brief description of your duties.

_____ Started on this job _____
_____ (month, year)
Use back of sheet to show other employers, jobs held, dates, since leaving our school.

Rate of pay is: $_____ per hours, week, month (circle appropriate item)
Average hours per work week _____ hours.

3. Are you seeking employment? _____Yes _____No
If NO, check one of following:

_____Active Military Service
_____School Full Time
_____Peace Corps, VISTA, other Full Time-Volunteer Work
_____Other reasons
_____Married (Homemaker)
_____Disabled Physically
If in active military service: ____Drafted, ____Enlisted, ___EM, ___OFF
If not in active military service, have you ever been? _____Yes, ____No
If in school full time, Name: _____
Program or major _____
Use back of sheet to show other schools, programs, dates, since leaving our school. Include provate schools, business, industry, public schools.

4. Reason(s) for Withdrawal: (Check all applicable) (Graduates check item #1 only)

1. / / Graduation	10. / / Moved from area	18. / / Academic Drop
2. / / Non-attendance	11. / / Commuting distance	19. / / Social Suspension
3. / / Transferred to another school	12. / / Conflict with work	
4. / / Entered Armed Forces	13. / / Illness in family	20. / / Marriage
5. / / Obtained job related to education	14. / / No 2nd Sem. Program	21. / / Illness to self
6. / / Obtained job un-related to education	15. / / Lack of interest	22. / / Low Grades
7. / / Achieved educational goal	16. / / Change of interest	23. / / Unknown
8. / / Personal Reasons	17. / / Finances	
9. / / Other (explain) _____		

5. Future occupational plans: Continue same area_____, Plan to change_____
Explain: _____

6. Future educational plans: _____

7. Suggestions for improving our school (in curriculum, services, activities):
_____
_____
_____

SUGGESTED QUESTIONNAIRE "TO DROPOUTS"

(To collect information for VE-RS-7 and VE-RS-8)

Name of Student _____ Social Security No. _____
Street Address _____ Program Code No. _____
City, State, Zip _____ Male or Fenale _____

MAY WE KNOW:

1. Your mailing address or name change if different from above. Single _____
_____ Married _____
_____

2. If employed, the firm's name and address.
_____ Started Working Here _____
_____ (month, year)

A brief description of your duties.

_____ Started on this job _____
_____ (month, year)
Use back of sheet to show other employers, jobs held, dates, since leaving our school.

Rate of pay is: $_____ per hour, week, month (circle appropriate item)
Average hours per work week _____ hours.

3. Are you seeking employment? _____ Yes _____ No.
If NO, check one of following:

_____ Active Military Service
_____ School Full Time
_____ Peace Corps, VISTA, other Full Time-Volunteer Work
_____ Other Reasons _____
_____ Married (Homemaker)
_____ Disabled Physically

If in active military service: _____ Drafted, _____ Enlisted, _____ EM, _____ OFF
If not in active military service, have you ever been? _____ Yes, _____ No
If in school full time, Name: _____
Program or major _____
Use back of sheet to show other schools, programs, dates, since leaving our school. Include private schools, business, industry, public schools.

4. Indicate your housing experiences while attending our school (check one)
Lived: _____ With Parents, _____ With relatives, _____ Rented room in private home
_____ In Hotel/Motel, _____ School Dorm, _____ Other _____

How obtained: _____ School assisted, _____ Found it myself, _____ Through friends

Satisfaction: _____ Very much, _____ Some, _____ None

5. Future occupational plans: Continue same area _____, Plan to change _____
Explain: _____

6. Future educational plans: _____

7. Suggestions for improving our school (in curriculum, services, activities):
_____
_____
_____

SUGGESTED QUESTIONNAIRE FOR NON-RETURNEES

_____ Vocational, Technical and Adult Education School

1. I am (check one)

____ In the armed forces ( ) Drafted ( ) Enlisted

____ Working in a job for which I received training

Name of employer _____

____ Unemployed

____ Attending another school

Name of school _____

____ Other (Specify) _____

Please comment in question 5.

2. Reason for which I dropped school

____ No longer interested in the program in which I was enrolled

____ Financial reasons

____ Got married

____ I feel that I have received enough training to become employed

____ Illness

____ In service

____ Other (Specify) _____

Please comment in questions 5.

3. Do you plan to return to school in the near future

____ Yes ____ No

4. Were you satisfied with the instruction you received

____ Yes ____ No

Remarks _____

_____

5. Please make any remark you wish in reference to your leaving school. You may be assured that your response will be kept confidential.

_____

_____

_____

_____

SUGGESTED QUESTIONNAIRE TO WITHDRAWALS

_____ Vocational, Technical and Adult Schools

1. Name: _____Age___ Sex: Male ____ Female____

2. Address (if changed) _____

_____

3. Program:_____

4. Why did you decide to attend our school?

____ To get enough training to get a job as soon as possible.
____ To complete the entire program in this field and then get a job.
____ To improve on my present job.
____ To take a refresher.
____ For personal improvement.
____ Other:_____

5. Why did you choose the field of training in which you enrolled?

_____

6. Were you familiar with this field before you enrolled? Yes____No ____

7. Were you satisfied with the training you received? Yes____ No ____

8. Why did you discontinue your program of training?

____ I completed what I wanted
____ I was not interested in this type of work.
____ Illness
____ I took a job Part-time ____ Full-time____

a. Your employer's name: _____
b. Your duties: _____

____ I have enrolled in another program.

a. New program: _____
b. School Name: _____

____ I entered the military service.
____ Other: _____

9. What are some things you <u>didn't like</u> about our school, instructors or counseling?

_____

_____

10. What are some things you <u>liked</u> about our school, instructors, and counseling?

_____

_____

Use back of sheet if you want to

SUGGESTED LETTER TO NON-RETURNEES
SCHOOL OR DISTRICT LETTERHEAD

Date:

Dear Former Student:

The new school year has started at _____.
At the end of school last May you indicated that you were planning to return for the fall term. We hope that the reason you did not return was not because of some personal hardship. We are deeply interested in finding out why you did not return and thereby help future students overcome some of the obstacles you may have encountered so they can complete their programs.

Will you please complete the enclosed questionnaire and return it in the self-addressed envelope provided. Room has been provided on the questionnaire for your comments so please feel free to make any you think are proper. Your cooperation is greatly appreciated.

Sincerely,

Supervisor, Research and Planning

SUGGESTED LETTER TO WITHDRAWALS
SCHOOL OR DISTRICT LETTERHEAD

Date:

Dear Student:

Our records show that you have recently discontinued your program of training at the _____.

We are concerned with your reasons for leaving school. With your cooperation we may be able to eliminate some of the problems causing students not to complete their programs. Therefore, would you please take a minute to answer the questions on the attached form and return it to us in the enclosed envelope.

The information you provide will be kept strictly confidential and will be used as an aid in our continuing effort to improve the programs which we offer.

Thank you for your consideration and cooperation.

Sincerely,

Placement Center

Follow-up Summary
VE-RS-5

TABLE 1

NUMBER OF STUDENTS BY REASON INDICATED FOR NOT ENTERING OR COMPLETING A PROGRAM IN VTAE DISTRICT _____ DURING SCHOOL YEAR _____

For Part Time Stude
For Full Time Stude

Instructional Program	Total Applications	Graduation	Non-Attendance	Transferred Other School	Armed Forces	Obtain Job Related To Education	Obtain Job Unrelated To Education	Achieved Educ. Goal	Personal Reasons	Moved From Area	Commuting Distance	Conflict With Work	Illness In Family	No 2nd Semester Program	Lack of Interest	Change of Interest	Finances	Academic Drop	Social Suspension	Marriage	Illness to Self	Low Grades	Unknown	Other	TOTAL
Occupational Program A																									
Etc.																									
Liberal Arts Program A																									
Etc.																									
Total																									

Follow-up Summary
VE-RS-6

TABLE 2
SUMMARY OF STUDENT APPLICATIONS, RESIDENCE, AN

Instructional Program	Number of Stude											
	Made Application							Accepted a				
	1st Semester of Program							Program Applied F				
	Total	Accepted		Rejected	"No" Show	Entered		Vol-unteer with draw-al	Dismissed		Cha ge pro gra	
		Pro-gram ap-plied for	Pro-gram not ap-plied for			Pro-gram ap-plied for	Pro-gram not ap-plied for		Aca-dem-ic drop	So-cial sus-pen-sion		
Occupational Program A Etc.												
Liberal Arts Program A Etc.												
Total												

TABLE 2

STUDENT APPLICATIONS, RESIDENCE, AND DROPOUTS

▱ For Part Time Students

▱ For Full Time Students

Number of Students														
		Accepted and Entered 1st Semester											Completed	
		Program Applied For					Program Not Applied For							
Entered			Dismissed					Dismissed						
Program applied for	Program not applied for	Volunteer withdrawal	Academic drop	Social suspension	Changed program	Enrolled 2nd sem. same program	Volunteer withdrawal	Academic drop	Social suspension	Changed program	Enrolled 2nd sem. same program		2nd sem. same program	Two sem. of work

64

TABLE 3
SIX-MONTH FOLLOw UP OF APPLICANTS WHO WERE NOT
OR WERE DISMISSED IN VTAE DISTRICT _____ FOR

Follow-up Summary
VE-RS-7

Instructional Program	Number of Students																			
	Rejected						No Shows						Withdrew Voluntarily							
	Transferred						Transferred						Transferred							
	Other VTAE School	WSU	UW	Other	Working FT	Armed Forces	Other VTAE School	WSU	UW	Other	Working FT	Armed Forces	Other VTAE School	WSU	UW	Other	Working FT	Armed Forces		
Occupational Program A Etc.																				
Liberal Arts Program A Etc.																				
Total																				

65

TABLE 3

-MONTH FOLLOw UP OF APPLICANTS WHO WERE NOT ACCEPTED, WITHDREW
R WERE DISMISSED IN VTAE DISTRICT _____ FOR SCHOOL-YEAR _____

For Part Time Students

For Full Time Students

Number of Students																							
No Shows						Withdrew Voluntarily						Academic Dropped						Social Suspension					
Transferred						Transferred						Transferred						Transferred					
School	WSU	UW	Other	Working FT	Armed Forces	Other VTAE School	WSU	UW	Other	Working FT	Armed Forces	Other VTAE School	WSU	UW	Other	Working FT	Armed Forces	Other VTAE School	WSU	UW	Other	Working FT	Armed Forces

66

TABLE 4

Follow-up Summary
VE-RS-8

TABLE DESCRIBING SCHOOL EXPERIENCES OF DROPOUTS FRO
IN VTAE DISTRICT _____ DURING SCHOOL-YEA

Instructional Program	Number of Students Enrolled In				No. Enrolling 1st Semester Last Year Who Did Not Return For 3rd Semester This year	Number of Days Remained In School		Type	
	1st Sem	2nd Sem	3rd Sem	4th Sem		Mean	Range	With Parents	With Relati
Occupational Program A Etc.									
Liberal Arts Program A Etc.									
Total									

67

TABLE 4

NG SCHOOL EXPERIENCES OF DROPOUTS FROM VARIOUS PROGRAMS
VTAE DISTRICT _____ DURING SCHOOL-YEAR _____

For Part Time Students
For Full Time Students

ng r ho urn ester	Number of Days Remained In School		Housing											
			Type or Location					Satisfaction			How Obtained			
	Mean	Range	With Parents	With Relatives	Rent Room Pvt. Home	Hotel/ Motel	School Dorm	Very Much	Some	None	School Assis-ted	My-self	Fri-ends

PART V: SIX MONTHS FOLLOW-UP STUDY

Purpose: The main purpose for conducting an annual six month follow-up study is to ascertain the extent to which former students obtained jobs, the relatedness of these jobs to the training received, how and where they obtained employment, the extent of difficulties in seeking employment, and reasons for not being employed.

Other items of information of interest to potential students and graduates are:

1. Names and kinds of firms where jobs were obtained.
2. Wages and salaries received for the various kinds of occupations.
3. Others.

Schools could use the employer's name as a means for ascertaining his evaluation of the student and the school's program.

Definitions: The following definitions should be referred to prior to development of instruments to collect data for reports.

Elementary - A program designed for children in grades 6 or below.
Secondary - A program designed for high school youth including grades 7-12.
Pre-postsecondary - A secondary level vocational education program with a special academic component designed for specific preparation for postsecondary occupational education programs.
Postsecondary - A program designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market.
Adult Preparatory (part-time study) - A program designed to provide training for persons who have already entered the labor market or are unemployed but need retraining in preparation for a new occupation.

Adult Supplementary (part-time study) - A program designed to provide training for persons who have already entered the labor market and need training to be updated or upgraded to achieve stability or advancement in their current employment.

Disadvantaged - A program for persons who have academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services.

Handicapped - Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

Of prime concern is the information needed for completion of the U. S. Office of Education Form OE-3139 which is a follow-up of enrollees in preparatory vocational education programs. The information required for this report is shown below: (Please refer to Form OE-3139). A separate federal report is

required for secondary and postsecondary students. Data should be tabulated for 10 areas of employment: (1) Construction and Maintenance, (2) Health, (3) Transportation, (4) Manufacturing and Fabrication, (5) Service, (6) Recreation and Hospitality, (7) Marketing, (8) Agriculture, (9) Office, and (10) Communications.

For each of the 10 categories the following information is requested:

1. Number of completions
2. Number whose status is unknown.
3. Number known to be not available for placement (in Armed Forces, continued education at higher level, death, illness, by choice)
4. Number known to be continuing education at higher level (postsecondary)
5. Number known to have been available for placement.
6. Number known to have been employed full time in field trained or related field.
7. Number known to be unemployed.

For assistance in completing this form, refer to "Directions for Completion of Follow-up Form OE-3139".

Activities: Refer to the section on PERT for a scheduled listing of activities to be accomplished. District programs should be placed in OE categories.

Instrument: The recommended instrument for collecting the data for completion of Forms OE-3139, OE-3139 (Supplement A), and OE-3139 (Supplement B) is a neatly printed 3 1/4" x 7 3/8" printed card (see sample) mailed in a window envelop with a cover letter and self-addressed stamped return envelop. The information on the front side of the card is provided by the district and includes name, address, social security number, program code, male or female. Some means should be used to differentiate between no shows, withdrawals, dismissals, non-graduates who complete requirements, graduates, disadvantaged, and handicapped.

The information on the back side of the card is provided by the respondent (see sample). Districts may wish to add items to the instrument in order to compile additional data including:

1. percentages for the figures provided in OE-3139, OE-3139 supplements A and B,
2. Number and percent continuing in higher education by institution, by program,
3. specific locations of employment within the district, state and nation,
4. starting salaries compared to current salaries by programs,
5. number and percent employed part time,
6. number and percent in armed forces,
7. number and percent married,
8. number and percent disabled,
9. follow-up status of applicants who didn't register (no shows), withdrawals, academic drops,
10. degree of satisfaction with job, training,
11. suggestions for improving school programs, services and activities, and
12. other.

Other possible formats are as follows:

1. 8 1/2" x 11" standard form paper
2. 8 1/2 x 11" (key punch keyed)
3. Data Processing Card (key punch keyed)
4. Mark Sense Data Processing Card
5. Optical Scanner Form

The follow-up instrument should be color coded green for the six months follow-up. The description of job duties indicated by the respondents will be edited by district personnel and given an occupation classification code number. They will determine if the former student has an occupation for which he was trained or if it is a related occupation. The rate of pay can be reported by the hour, week, bi-weekly, month or year. All pay will be converted to a monthly rate. Thirty-five hours per week or more will be considered full-time employment.

Cover Letter: The cover letter should be brief while at the same time conveying the purpose of the study to make the subject feel that the study is significant and important. It should be "problem centered" and "partner centered". Refer to sample cover letters. All former students who applied for full-time programs during the previous school year shall be mailed the survey package.

Reports: The six-month reports which should be submitted to the State Board include OE-3139, OE-3139 (Supplement A) and OE-3139 (Supplement B).

Separate reports should be submitted for part-time preparatory students and for full-time preparatory students.

Districts may wish to complete reports exemplified in sample graphs and tables A, B, C, D, E, F, and G. It is possible the State Board may request additional reports in the future in order to provide answers to certain questions raised and problems identified. Separate reports should be submitted for part time and full time students.

SUGGESTED QUESTIONNAIRE FOR SIX MONTHS FOLLOW-UP STUDY
(could be placed on printed card in window envelope)

SAMPLE FOLLOW-UP QUESTIONNAIRE
PLEASE COMPLETE THE APPROPRIATE SECTIONS OF THIS FORM

Are you employed? ____Yes ____No If yes, answer No. I below. If no, answer No. II below.
How many employers were contaced while seeking employment? _____

I. a. Job Title _____
Describe duties: _____
_____
_____

b. Name of Company or Business _____
Address of Employer - City _____ State _____

c. Gross Starting Salary $_____
Circle One: (hourly) (weekly) (monthly) (yearly) (bi-weekly)
Average No. of hours Worked per week _____

d. Which one of the following was most effective in obtaining your job?
___Someone working at this school
___Friends and relatives
___Advertisements
___Employment agencies
__Pub__Pvt
___Returned to previous employer
___Other, Specify_____

II. a. Seeking Employment ____Yes ____No
If no, check one of the following:
_____Active military service__Drafted__Vol
__EM__OFF
_____School full time (Name_____)

___Peace Corps, VISTA, Vol. Wk
___Married (homemaker)
___Disabled Physically
___Other_____

SCHOOL LETTERHEAD

SOCIAL SECURITY NO.
PROGRAM CODE
MALE___ FEMALE___

NAME OF STUDENT
STREET ADDRESS
CITY, STATE, ZIP

IF YOUR ADDRESS IS NOT THE SAME AS THE ABOVE, PLEASE CORRECT HERE →

Name _____
Street Address _____
City _____ State _____ ZIP _____

SUGGESTED COVER LETTER TO FORMER STUDENTS
SCHOOL OR DISTRICT LETTERHEAD

Date: about mid-October

Dear Former Student of _____:

About six months have now gone by since you were enrolled in or graduated from _____. We are interested in you and the progress you are making.

For example, where are you located? What type of work are you doing? How do you feel about your school training? Have you continued your formal education? Etc.

We would very much appreciate your taking a few minutes to fill out and return the enclosed questionnaire by _____. Your response will be kept confidential.

The information of your experiences will help us improve our programs and provide occupational information which in-coming students ask about.

We invite you to visit and allow us to serve you.

May we again say thanks, and best wishes.

Sincerely,

John A. Jones
Placement Center

Enc.

SUGGESTED FOLLOW UP LETTER TO NON RESPONDENTS
SCHOOL OR DISTRICT LETTERHEAD

Date:

Dear Graduate:

About two weeks ago we sent you a graduate follow-up form. As we indicated to you in the original letter, the information on this follow-up would be of value to prospective students.

Knowing that sometimes the mail doesn't get through, we are enclosing another form for your convenience. We realize that possibly you have been busy and haven't had an opportunity to complete it. In either event, would you take a few minutes today and complete the form and drop it in the mail. By doing so, you will be of considerable help in informing prospective students about employment opportunities in the program that you have just graduated from.

If you have returned your form in the last few days, please disregard this letter since communications probably have crossed in the mail.

Sincerely yours,

John D. Jones
Assistant District Director
Student Affairs and Services

rj

Enclosure

SUGGESTED SECOND FOLLOW-UP LETTER TO NON-RESPONDENTS
SCHOOL OR DISTRICT LETTERHEAD

Date: About Mid-November

Dear Alumnus:

Recently, you received a second follow-up questionnaire from us. According to our records, we have not yet received your reply.

Once more, I would like to ask your cooperation in completing this questionnaire. It is of utmost importance that we have as much information as possible to help us improve our programs and provide occupational information for in-coming students.

Please complete and return the enclosed questionnaire before December _____.

Once again, thank you for your cooperation.

Sincerely,

Research and Planning

Enc.

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PRESENTATION OF DATA AND INFORMATION

The report on the findings of the six months follow-up may be presented in any of the following forms:

1. Table form
2. Verticle or horizontal bar graphs
3. Pictorial presentation
4. Circle with segments expressed in percentages or numbers
5. Line graphs
6. Audio-visual media - transparencies, overlays or 35 mm slides
7. Printed posters - multicolored.
8. Map of Wisconsin showing county of job placement

Additional statistical considerations are the prerogative of each district. Possibilities for further interpretations might include regression analyses to show trends or significance testing for indicating group differences. Each column entry could be expanded to include percentages.

Refer to suggested tables and graphs which are included in this section.

Further in-depth data could be broken out for each column in the tables.

Similar tables or graphs could be developed for different categories of students to show what happened:

- To those who had vocational education in high school.
- In geographic mobility by instructional program.
- In salaries by instructional program.
- In relationship to high school records.
- In difficulty in obtaining employment, i.e., how many employers were contacted, how many interviews were held, how long did it take to get a job, etc.
- In degree of job satisfaction.

Presentation of data and information should be geared to the questions needing answers by each of the users of the information.

INSTRUCTIONS
FORM OE 3139

This report is due on or before November 15 annually and should show the status of respondents as of the work week ended nearest October 15 of the current calendar year. This form is concerned with a follow-up of students who completed a secondary or postsecondary program during the fiscal year just completed. Complete and submit a separate form for each level reported. Indicate level to which form applies. Refer to ''Employment Areas, OE Code Designations'', ''Dictionary of Occupational Titles'' and ''Office of Education Instructional Codes and Titles'' for assistance in determining relationships between training and occupation.

Column 2 - Completions - Report the number of students who successfully completed the required sequence for vocational instruction in their program of study and graduated. Also include students who completed vocational program requirements and left school at the end of the year, without graduating. Do not report a

student who remains in school after completing program requirements until the year he graduates or leaves school.

Column 3 - Status Unknown - Report the number of students who could not be located.

Column 4 - Enter the total number of students known to be not available for placement, i.e., the students who entered the armed forces; who continued their education at a higher level; and those not available due to death, illness, or by choice.

Column 5 - Break out from column 4, the total number of those students who are known to be continuing their education or training at a higher level, (post-secondary).

Column 6 - Enter the total number of students known to have been available for placement.

Column 7 - Enter the total number of students known to have been employed full time in the field for which they were trained or a closely related field. Full-time employment means working the number of hours per week considered normal for that particular occupation.

Column 8 - Enter total number of students who are known to have been available for employment and were yet unemployed on October 15 of the current year.

Lines 1 - 10 - Enter follow-up data in each column by areas of employment. Occupational OE Code numbers and titles for each major employment area are designated on an attached list. Report only totals for each employment area for each level.

The figures for handicapped and disadvantaged which should be included in OE-3139 should be extracted to complete Follow-up Summary OE-3139 (Supplement A).

In completing OE-3139 (Supplement B) the number employed full time in field of training or related field should be transferred from column 7 of OE-3139. The number employed full time not in field or related field can be computed as follows:

> Subtract column 7 (number employed full time in field or related field) from column 6 (number available for placement). Secondly, subtract column 8 (number unemployed) from the difference of columns 6-7. This should result in the number employed full time not in field or related field.

SECONDARY ☐
POSTSECONDARY ☐
PART TIME ☐
FULL TIME ☐

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Budget Bureau No. 51-R0841
Approval Expires 3/31/71

FORM OE 3139

FOLLOW-UP OF PROGRAM COMPLETIONS IN SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION PROGRAMS

State/Outlying Area
State Director (Signature)
Date Prepared
Fiscal Year Ending June 30, 19--

Read instructions on reverse before completing this form. Report due December 1, 1970.

AREAS OF EMPLOYMENT	COMPLETIONS	STATUS UNKNOWN	NUMBER KNOWN TO BE NOT AVAILABLE FOR PLACEMENT	NUMBER KNOWN TO BE CONTINUING EDUCATION AT HIGHER LEVEL	NUMBER KNOWN TO HAVE BEEN AVAILABLE FOR PLACEMENT	NUMBER KNOWN TO HAVE BEEN EMPLOYED FULL-TIME IN FIELD TRAINED OR RELATED FIELD	NUMBER KNOWN TO BE UNEMPLOYED
1	2	3	4	5	6	7	8
1 Construction and Maintenance							
2 Health							
3 Transportation							
4 Manufacturing and Fabrication							
5 Service							
6 Recreation and Hospitality							
7 Marketing							
8 Agriculture							
9 Office							
10 Communications							
11 Total							

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Follow-up Summary
OE-3139 (Supplement A)

Part Time Students ☐
Full Time Students ☐

SIX MONTH FOLLOW-UP OF HANDICAPPED AND DISADVANTAGED PREPARATORY STUDENTS
DURING FISCAL YEAR_____ FOR VTAE DISTRICT ____

Instructional Program	Handicapped								Disadvantaged								Average Monthly Salaries
	Number of Completions	Number Status Unknown	Number Known Not To Be Available for Work	Number Known To Be Continuing Education	Number Known To Be Available For Placement	Number Employed		Number Known To Be Unemployed	Number of Completions	Number Status Unknown	Number Known Not To Be Available For Work	Number Known To Be Continuing Education	Number Known To Be Available For Placement	Number Employed		Number Known To Be Unemployed	
						Total	In Field Relating To Training							Total	In Field Related To Training		
Occupational Program A, Etc.																	
Liberal Arts Program A, Etc.																	
Total																	

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Follow-up Summary
OE-3139 (Supplement B)

Part Time Students ☐

Full Time Students ☐

SIX MONTH FOLLOW-UP OF EMPLOYED PREPARATORY STUDENTS
OF FISCAL YEAR _____ FOR VTAE DISTRICT _____

Instructional Programs	Those Known To Be Employed Full Time In Field or Related Field										Those Known To Be Employed Full Time But Not in Field or Related Work									
	Number (From OE-3139 Col.7	Number Employed In VTAE District	Per Cent Employed In VTAE District	Number Employed In State Outside of VTAE District	Per Cent Employed In State Outside of VTAE District	Number Employed Out of State	Per Cent Employed Out of State	Low Monthly Salary	High Monthly Salary	Average Monthly Salary	Number (From OE3139 (Col. 6 minus 7) minus 8	Number Employed in VTAE District	Per Cent Employed in VTAE District	Number Employed in State Outside of VTAE District	Per Cent Employed in State Outside of VTAE District	Number Employed Out of State	Per Cent Employed Out of State	Low Monthly Salary	High Monthly Salary	Average Monthly Salary
Instructional Program A Etc.																				
Liberal Arts Program A Etc.																				
Total																				

Example A

Occupational Classification	Sex	Total No. Completed Program Requirements	No of Total No. Completers (Col. 3)				No. Employed and/or Available	No of Total (Col. 3)	No. of No. Employed and/or Available (Col. 8)			
				Not Available for Placement					Employed Full-Time			
			Number Status Unknown	Entered Armed Forces	Continued Full Time School	Other Reasons Not in Labor Force			Occupation Trained	Related Occupation	Other (Include Part-Time Employment)	Number Unemployed
		2	4	5	6	7	8	9	10	11	12	13
Agriculture	M											
	F											
Distribution	M											
	F											
Health	M											
	F											
Home Economics (Wage Earning)	M											
	F											
Office	M											
	F											
Technical	M											
	F											
Trades and Industry	M											
	F											
All Classifications	M											
	F											
	Tot.	(e.g.) 500	5.1	14.9	7.2	2.8	350	70.0	84.5	8.6	4.8	2.1

Explanatory Note: This is a simple type of analysis in which numbers are converted into percentages and presented in tabular form. This enables the reader to interpret the data more easily. The number as well as the percentage is shown for Col. 8 data for reader convenience. Note that columns 10-13 are expressed as a percent of No. Employed and/or Available (Col. 8, not col. 3). These percentages could now be plotted and presented graphically (e.g. bend charts, bar charts).

T8

This same type of tabular presentation and analysis could be made by Instructional Program. (shown below)

Example B

Instructional Program												
Secretarial												
Data Processing												
Merchandising												
Food Service												

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FOLLOW-UP DATA, 68
DISTRICT No. ____

EXAMPLE C. (COMPONENT-PART BAR CHART)

NOTE: THIS TYPE OF GRAPHIC PRESENTATION MAY ALSO BE USED TO PORTRAY TIME SERIES DATA WITH YEARS BEING SHOWN CHRONOLOGICALLY ALONG HORIZONTAL AXIS.

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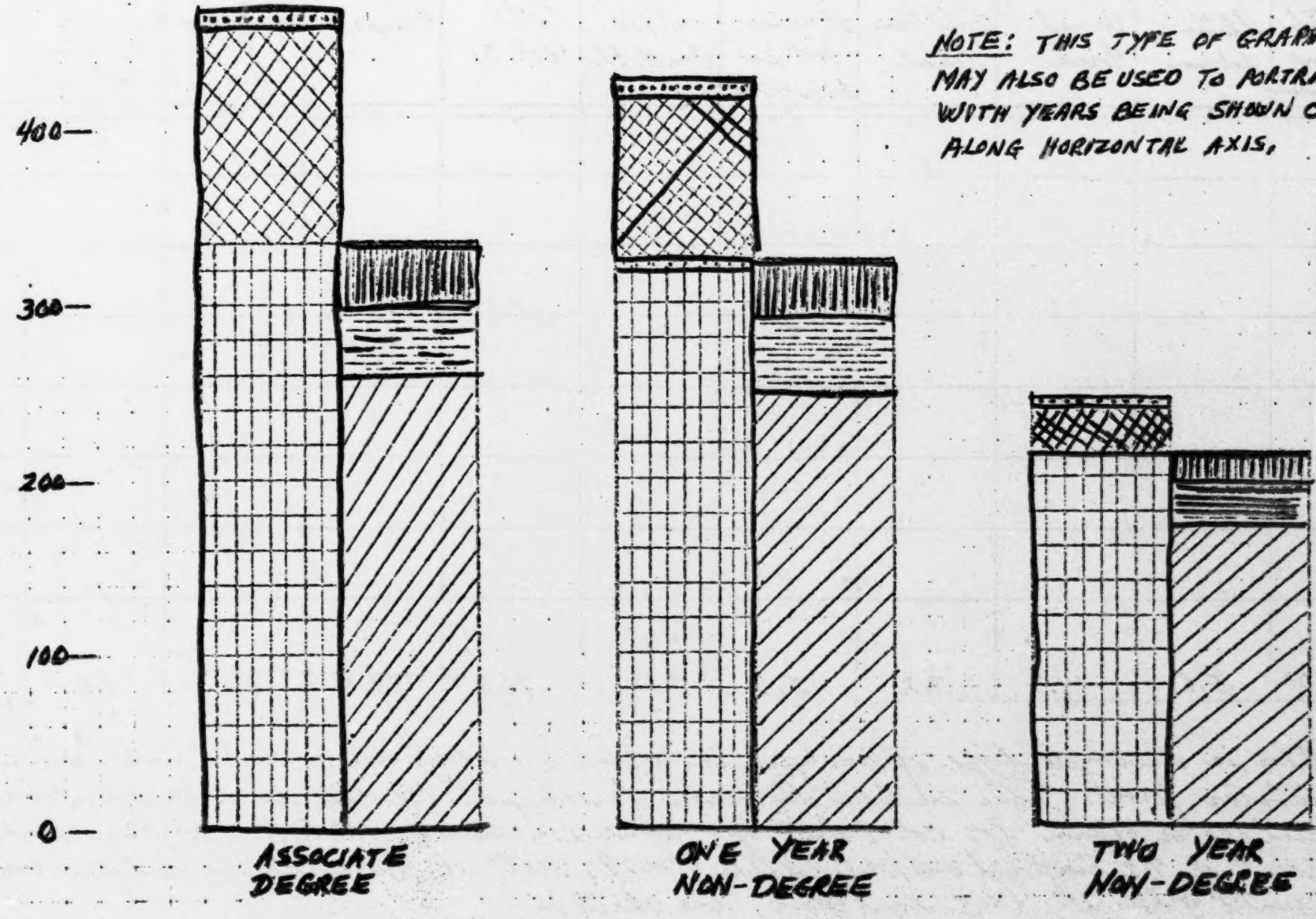

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SAMPLE TABLE D

▱ Part Time Students

▱ Full Time Students

TABLE OR GRAPH SHOWING WHAT HAPPENED AFTER SIX MONTHS TO FORMER STUDENTS OF SCHOOL YEAR _____ WHO WERE "NO SHOWS" BY PROGRAM FOR VTAE DISTRICT ___.

nstructional rograms Associate Degree, Diploma, etc.)	No. Who Were "No Shows"	No. Directly to Work					Directly to School or Training						Pvt. School	Pvt. Firm	Armed Forces	House-Wife or Home-maker	Un-Em-ployed	Status Unknow
		In Pro-gram Area	Re-lated to Pro-gram	Other Field Not App"rent-ice	Ap-pren-tice-ship	Self Em-ployed	VTAE		WSU		UW							
							Sim. Pro-gram	Diff. Pro-gram	Sim. Area	Diff. Area	Sim. Area	Diff. Area						
ccupational rogram A tc.																		
iberal Arts rogram tc.																		
OTAL																		

SAMPLE TABLE E

Part Time Students

Full Time Students

TABLE OR GRAPH SHOWING WHAT HAPPENED TO VTAE DISTRICT ___ GRADUATES OF SCHOOL YEAR _____ SIX MONTHS AFTER GRADUATION.

Instructional Program (Associate Degree, Diploma, etc.)	No. of Graduates	No. Going Directly to Work					Directly to School or Training					Armed Forces	Volunter Work	Housewife or Homemaker	Unemployed	Status Unknown
		In-Program Area	Related to Program	Other Field Not Apprentice	Apprenticeship	Self-Employed	VTAE	WSU	UW	Pvt. School	Pvt. Firm					
Occupational Program A Etc.																
Liberal Arts Program A Etc.																
TOTAL																

SAMPLE TABLE "F" FOR REPORTING SALARY INFORMATION

Instructional Program	No. of Graduates	Starting Salaries - Range - Low	High	Median	Average
Accounting	35	$ 385	$ 590	$ 475	$ 482
Data Processing	22	390	460	427	424
Mechanical Design	26	465	570	484	486
Marketing	17	325	525	415	405
Sec. Science	38	320	435	369	372

Note: This type of salary data could also be shown very well by a frequency distribution; it could be presented in either tabular or graphic form. This data could also be shown by Associate Degree, Two-Year Non-Degree, and One-Year Non-Degree programs (Type of Program). It could also be shown by Instructional Program within each type of program.

EXAMPLE TABLE G

RELATIONSHIP OF VOCATIONAL-TECHNICAL EDUCATION TO THE LABOR MARKET
DURING YEAR _____ FOR VTAE DISTRICT _____

Area of Employment	Number and Percent of Labor Force							Supply										Apparent Shortages or Needs For Further Study
	Nation-Wide		State-Wide		VTAE District		Demand	VTAE School				Other Schools				Total		
								Graduated		Employed		Graduated		Employed				
	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
1. Construction and Maintenance																		
2. Health																		
3. Transportation																		
4. Manufacturing and Fabrication																		
5. Service																		
6. Recreation and Hospitality																		
7. Marketing																		
8. Agriculture																		
9. Office																		
10. Communications																		
11. Total																		

PART VI: TWO AND ONE-HALF YEAR FOLLOW-UP STUDY

Purpose: The main purpose of the two and one-half year follow-up study is to ascertain the extent of job relatedness to training, job and geographic mobility, further training received, future occupational plans and needs for training, salaries for current study information, and suggestions for improving the school programs, activities and services. Further study could be made of those indicating their impression of training was ''less than adequate'' or whose job satisfaction is low.

Activities: Refer to the section on PERT for a listing of activities to be accomplished and to Part III on Administration for the scheduling of this study.

Instrument: The recommended instrument for this study is a neatly printed card similar to the 6 months follow-up. It should be color coded red. Other possible formats are shown in Part IV: Six Months Follow-up Study. The minimum required information is shown in the ''Suggested Questionnaire for Two and One-Half Year Follow-up Study''. The school should provide the basic information above the line on top of the instrument. It may be mailed in a window envelope.

Cover Letter: Modifications of the suggested cover letter should accompany the questionnaire.

Presentation of Data: Form VE-RS-9 should be completed and submitted to the State Board every Fall (See schedule). Optional for districts include compilation of the data for other categories of students, i.e., voluntary withdrawals, ''no shows'', academic drops, social suspensions, etc. Future occupational and educational plans could be tabulated and relationships between categories of students made. The number of school, program, and job changes could be tabulated. Comparisons could be made between salaries of those who went directly to school and then to work with those who went directly to work and are still employed.

SUGGESTED QUESTIONNAIRE FOR TWO AND ONE-HALF YEAR FOLLOW-UP STUDY

Name of Student_____ Social Security No._____
Street Address_____ Program Code No._____
City, State, Zip_____ Male or Female_____

MAY WE KNOW:

1. Your mailing address or name change if different from above. Single_____
_____ Married_____
_____

2. If employed, the firm's name and address.
_____ Started Working Here_____
_____ (month, year)

A brief description of your duties.

_____ Started on this job_____
_____ (month, year)
Use back of sheet to show other employers, jobs held, dates, since leaving our school.

The satisfaction you get from your work: (Check One)

Very Satisfied__; Little Satisfied__; Somewhat Satisfied__; Very Dissatisfied__; Other__.

Rate of pay is: $_____ per hour, week, month (circle appropriate item)
Average hours per work week ____ hours.

3. Are you seeking employment? _____Yes _____No..
If NO, check one of following:

____Active Military Service
____School Full Time
____Peace Corps, VISTA, other Full Time-Volunteer Work
____Other Reasons_____
____Married (Homemaker)
____Disabled Physically

If in active military service: ___Drafted, ___Enlisted, ___EM, ___OFF
If not in active military service, have you ever been? ____Yes, ____No
If in school full time, Name: _____
Program or major_____
Use back of sheet to show other schools, programs, dates, since leaving our school. Include private schools, business, industry, public schools.

4. Your impression of the training received at our school as related to your present job, schooling if enrolled, or Armed Forces.
_____More than adequate, _____Adequate, _____Less than adequate

5. Future occupational plans: Continue same area_____, Plan to change_____
Explain:_____

6. Future educational plans:_____

7. Suggestions for improving our school (in curriculum, services, activities):
_____
_____
_____

SUGGESTED COVER LETTER TO FORMER STUDENTS

SCHOOL OR DISTRICT LETTERHEAD

Date: About Mid-September

Dear Alumnus:

About two and one-half years have now gone by since you were enrolled at _____. We are still interested in you and the progress you are making.

For example, where are you located? What type of work are you doing? How do you feel about your school training? Have you continued your schooling? Etc.

We would very much appreciate your taking a few minutes to fill out and return the enclosed questionnaire by _____. Your response will be kept confidential.

The information you share will help us improve our programs and provide occupational information which incoming students ask about.

We invite you to visit and allow us to serve you.

May we again say thanks, and best wishes.

Sincerely,

John A. Jones
Placement Center

Enc.

Follow-up Summary
VE-RS-9

TABLE 5
SUMMARY OF TWO AND ONE-HALF YEAR FOLLOW-UP OF PREPARATORY STUDE
FROM VTAE DISTRICT _____

Areas of Employment	Number of Completions 2-1/2 Years Previous	Number Status Unknown	Number Known Not To Be Available For Work								Number Known to be Available for Employment (Those Employed and Unemployed Seeking Work)	Number Employed								
			In Active Armed Forces	Because of Marriage	Disabled	Volunteer Work	Enrolled In Full Time School			Other Reasons not in Labor Force		Full Time								
							Directly From VTAE School	After Working One Year	Total			In Field Related To Training	Other Fields	Same Employer As At 6 Mo.			Different Employer Than 6 Months			
														Same Occupational Area	Different Occupational Area	Received Promotions	Same Occupational Area	Different Occupational Area	Received Promotions	No. Changed E
1. Construction and Maintenance																				
2. Health																				
3. Transportation																				
4. Manufacturing and Fabrication																				
5. Service																				
6. Recreation and Hospitality																				
7. Marketing																				
8. Agriculture																				
9. Office																				
10. Communications																				
11. Total																				

TABLE 5

F YEAR FOLLOW-UP OF PREPARATORY STUDENTS OF SCHOOL YEAR _____ ▱ For Part Time Students
FROM VTAE DISTRICT _____ ▱ For Full Time Students

for Employment (Those Employed and Unemployed Seeking Work)	Number Employed														Job Satisfaction							Impressions of Training Related to Present Job								
	Full Time																													
	In Field Related To Training	Other Fields	Same Employer As At 6 Mo.			Different Employer Than 6 Months				Monthly Salary		Employed in District	Employed in State Outside of District	Employed Outside State	Part Time	Very Satisfied	Satisfied	Little Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Other	More Than Adequate	Adequate	Adequate	Less Than Adequate	Number Planning to Change Occupations	Number Planning to Obtain Further Education				
			Same Occupational Area	Different Occupational Area	Received Promotions	Same Occupational Area	Different Occupational Area	Received Promotions	No. Changed Employer 3X or More	Mean (Average)	Range (Low-High)																			

PART VII: FIVE AND ONE-HALF YEAR FOLLOW-UP STUDY
GENERAL

Purpose: The main purpose of the five and one-half year follow-up study is similar to the two and one-half year follow-up study. Further job changes and schooling obtained will be tabulated. Job satisfaction and job mobility over the 5-year period will be obtained. Further study could be made of those who indicate their impression of training was ''less than adequate''.

Activities: Refer to the section on PERT for a listing of activities to be accomplished, and to Part III on administration for the scheduling of this study.

Instrument: The instrument should be a mimeographed or printed questionnaire. Space will be needed to record the additional happenings in five and one-half years since leaving school. The school should provide the basic information. The suggested color code is yellow. The questionnaire should be pre-coded if possible.

Cover Letter: Modification of the suggested cover letter should accompany the questionnaire.

PRESENTATION OF DATA

Form VE-RS-10 should be completed and submitted to the State Board every five years, i.e., 1975, 1980, 1985, etc.

Districts may wish to compile similar data for other categories of students, i.e., voluntary withdrawals, no shows, academic drops, social suspensions, etc.

The tables and graphs for presentation of data should be similar to those suggested in the previous follow-up studies of these former students. Line or bar graphs should be developed to show time-series trends. Such items as differences in patterns of the dynamics of student bodies, student transfer, geographic and job mobility.

Tables could be expanded to include ''N'' and percentages for each column.

SUGGESTED QUESTIONNAIRE FOR FIVE AND ONE-HALF YEAR FOLLOW-UP STUDY

Name of Student_____ Social Security No._____
Street Address_____ Program Code No._____
City, State, Zip_____ Male or Female_____

MAY WE KNOW:

1. Your mailing address or name change if different from above. Single_____
_____ Married_____
_____

2. If employed, the firm's name and address.
_____ Started Working Here_____
(month, year)
_____

A brief description of your duties.

_____ Started on this job_____
(month, year)
_____
Use back of sheet to show other employers, jobs held, dates, since leaving our school.

The satisfaction you get from your work: (Check One)

Very Satisfied__; Little Satisfied__; Somewhat Satisfied__; Very Dissatisfied__; Other__.

Rate of pay is: $_____ per hour, week, month (circle appropriate item)
Average hours per work week:_____ hours.

3. Are you seeking employment? ____Yes ____No
If NO, check one of following:

____Active Military Service ____Married (Homemaker)
____School Full Time ____Disabled Physically
____Peace Corps, VISTA, other Full Time Volunteer Work
____Other Reasons _____
If in active military service: ___Drafted, ___Enlisted, ___EM, ___OFF
If not in active military service, have you ever been? ____Yes, ____No
If in school full time, Name:_____
Program or major_____
Use back of sheet to show other schools, programs, dates, since leaving our school. Include private schools, business, industry, public schools.

4. Your impression of the training received at our school as related to your present job, schooling if enrolled, or Armed Forces.

_____More than adequate, _____Adequate, _____Less than adequate

5. Future occupational plans: Continue same area_____, Plan to change_____
Explain: _____

6. Future educational plans:_____

7. Suggestions for improving our school (in curriculum, services, activities):
_____
_____
_____

SUGGESTED COVER LETTER TO FORMER STUDENTS

SCHOOL OR DISTRICT LETTERHEAD

Date: About Mid-September

Dear Graduate:

Over five years have now gone by since you received your degree from _____. We are still interested in you and the progress you are making.

For example, where are you located? What type of work are you doing? How do you feel about your school training? Have you continued your schooling? Etc.

We would very much appreciate your taking a few minutes to fill out the enclosed questionnaire. As before, you know that your response will be kept confidential.

An increasing number of alumni are returning for placement assistance. When the need arises, allow us to serve you.

May we again say thanks, and best wishes.

Sincerely,

Placement Center

Enc.

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Follow-up Summary
VE-RS-10

TABLE 6
SUMMARY OF FIVE AND ONE-HALF YEAR FOLLOW-UP OF PREPARATORY STU
FROM VTAE DISTRICT _____

Areas of Employment	Number of Completions 5-1/2 Years Previous	Number Status Unknown	Number Known Not To Be Available For Work						Number Known to be Available for Employment (Those Employed and Unemployed Seeking Work	Number Employed									
			In Active Armed Forces	Because of Marriage	Disabled	Volunteer Work	Enrolled in Full Time School	Other Reasons not in Labor Force		Full Time									
										In Field Related to Training	Other Fields	Same Employer As At 6 Mo.			Different Employer Than At 6 Months				Mo Sa
												Same Occupational Area	Different Occupational Area	Received Promotions	Same Occupational Area	Different Occupational Area	Received Promotions	Changed Employer 3 Times or More	Mean
1. Construction and Maintenance																			
2. Health																			
3. Transportation																			
4. Manufacturing and Fabrication																			
5. Service																			
6. Recreation and Hospitality																			
7. Marketing																			
8. Agriculture																			
9. Office																			
10. Communications																			
11. Total																			

TABLE 6

YEAR FOLLOW-UP OF PREPARATORY STUDENTS OF SCHOOL YEAR _____ ▱ For Part Time Students

FROM VTAE DISTRICT _____ ▱ For Full Time Students

| Number Employed | | |

PART VIII: TEN AND ONE-HALF YEAR FOLLOW-UP

This may be the last time information will be sought from these former students unless it would be in the form of a special study.

Purpose: The main purpose of this study is similar to previous follow-up studies in gaining a generalized picture of the group's employment experience, relationship of educational program to employment, factors influencing choice of program, future plans, and suggestions for improving the school programs.

Activities: Refer to the section on PERT for a listing of activities to be accomplished, and to Part III on administration for the scheduling of this study.

Instrument: This instrument must provide space for a detailed listing of happenings. It should be mimeographed or printed on color coded blue paper. The questionnaire should be pre-coded if possible using the same codes as previous questionnaires. The district should provide the basic identification information as in previous studies.

Cover Letter: Modification of the suggested cover letter should accompany the questionaire. A second and third follow-up letter with questionnaire should be sent.

PRESENTATION OF DATA

Form VE-RS-11 should be completed by each district and submitted to the State Office during the fall of each 5 years, i.e., 1980, 1985, etc. Districts are urged to tabulate, analyze and interpret additional information collected, i.e., ''Type of Employers'', ''How Respondents Learned of First and Current Job'', ''Part-Time Experiences'', ''Future Plans'', ''Training Received in Service'', ''Skills Obtained Through Job Related Experiences'', ''Experiences Influencing Career and Educational Decisions'', ''Evaluation of Training'', ''Future Occupational Plans'', ''Future Educational Plans'', ''What Can The School Do Better?'' and other relationships.

The tables could be expanded by indicating N and Percentages for each column.

SUGGESTED QUESTIONNAIRE FOR TEN AND ONE-HALF YEAR FOLLOW-UP STUDY

Name of Student_____ Social Security No._____
Street Address_____ Program Code No._____
City, State Zip_____ Male or Female_____

MAY WE KNOW:

1. Your mailing address or name change if different from above. Single_____
_____ Married_____
_____

2. If employed, the firm's name and address.
_____ Started Working Here_____
(month, year)
_____

A brief description of your duties.

_____ Started on this job_____
(month, year)
_____

The satisfaction you get from your work: (Check One)

Very Satisfied__; Satisfied__; Little Satisfied__; Somewhat Dissatisfied__; Very Dissatisfied__; Other__.

Rate of pay is: $_____ per hour, week, month (circle appropriate item)
Average hours per work week: _____hours.

3. Are you seeking employment? ____Yes ____No, How long?____
If NO, check one of following:
____Active Military Service ____Married (Homemaker)
____School Full Time ____Disabled Physically
____Peace Corps, VISTA, other Full Time Volunteer Work
____Other Reasons_____
If in active military service: ____Drafted, ____Enlisted, ____EM, ____OFF
If not in active military service, have you ever been? ____Yes, ____No
If in school full time, Name:_____
Program or major_____

JOB HISTORY:

4. (a) My first regular job after leaving your school was: (If same as present regular job, write "same") and skip listing of other jobs.

_____
Job title or description of work

_____
Name of employer or firm City State

Month and year started there:_____, Month and year left there:_____

(b) My second regular job after leaving your school was:

_____
Job title or description of work

_____
Name of employer or firm City State

Month and year started there:_____, Month and year left there:_____

(c) My third regular job after leaving your school was:

_____

Job Title or description of work

_____

Name of employer or firm City State

_____ to _____

(mo.) (yr.) (mo.) (yr.)

5. Have you been unemployed for periods longer than two weeks since you left school? Yes_____ No_____ How many times_____

5a. If yes, what were the causes of your unemployment?

____No job available in field of training
____Job available, but required moving to another community
____Personal reasons (illness, family circumstances, etc.)
____other-specify _____

PLACEMENT (Check one)

	Present job	First job
6. What source was most helpful in securing your present full-time job?		
a. state employment service	_____	_____
b. private employment agency	_____	_____
c. school counselor or official	_____	_____
d. want-ads or job notices	_____	_____
e. inquired at company or firm office	_____	_____
f. urged to apply by relative or friend	_____	_____
g. invited to apply by company employee	_____	_____
h. had worked there previously	_____	_____
i. through a union or bargaining group	_____	_____
j. through civil service	_____	_____

EDUCATIONAL HISTORY

7. Have you attended school(s) since leaving our school? _____Yes _____No
(If no, go to question 8) (If yes, show name and address, program, dates)

7a (1) _____ _____ to _____

Name of school City State Date Date

_____ _____ or _____ _____

Name or program or major Part time Full time Type Degree?

(2) _____ _____ to _____

Name of school City State Date Date

_____ _____ or _____ _____

Name of program or major Part time Full time Type Degree?

Use back of sheet for other schools, programs, dates

7b What is your purpose in taking additional training?
____ To advance in my present job field
____ To prepare for a different occupation
____ To improve my general knowledge or education
____ To get credit toward a degree
____ Other, (Please specify): _____

MILITARY SERVICE (If now in military service, answer 13 and 14 only)

_____Yes
_____No 13. Have you had military service? When? from_____ to _____
(If No, skip to 17) mo. yr. mo. yr.

_____Yes
_____No 14. Did you receive specialized occupational training in military service?

a. What was this training?_____
(describe or give military occupational speciality)

15. Did your specialized occupational training influence your decision to get further training in the same field?

(Very much)____ (Some)_____ (Not at all)_____

16. Did your specialized military training assist in obtaining employment?

(Very much)_____ (Some)_____ (Not at all)_____

JOB REALTED EXPERIENCES

_____Yes
_____No 17. Did you acquire important job skills in your spare time activities that you did not acquire in school or military training?

17a. If Yes, describe the skills_____

_____

_____

17b. Did these skills influence your decision to get further training in the same field?

(Very much)_____ (Some)_____ (Not at all)_____

17c. Did having these skills assist in obtaining employment?

(Very much)_____ (Some)_____ (Not at all)_____

_____Yes
_____No 18. Did you acquire job skills in summer or part-time jobs that you did not acquire in school or military training?

18a. If Yes, describe the skills_____

_____

_____

18b. Did these skills influence your decision to get further training in the same field?

(Very much)_____ (Some)_____ (Not at all)_____

18c. Did having these skills assist in obtaining employment?

(Very much)_____ (Some)_____ (Not at all)_____

EVALUATION OF JOB PREPARATION

19. How much did your job depend upon skills or knowledge developed in your training program in this school?

	present job	first job
a. could not get or hold the job without this training	_____	_____
b. helpful in getting the job, but most training occurred on job	_____	_____
c. could get and hold the job without this training	_____	_____

20. In your opinion how closely was the training **you received in this school related to your job.**

	present job	first job
a. closely related	_____	_____
b. somewhat related	_____	_____
c. not related	_____	_____

21. Which part of your training in this school do you value most?

_____a. general education (Communication skills, Mathematics, Human Relations, etc.)

_____b. learning of specific job skills

22. Would you recommend our school to persons preparing for your occupation?

_____Yes _____No

PLANS FOR THE FUTURE

23. What are your present plans about your occupational future?

____a. remain in present occupational field and advance in it
____b. shift to a different occupational field, **Name:**_____
____c. undecided

24. Do you think your occupational future will require you to get more training?

			I plan to get more training:	
a. in vocational-technical schools	Yes___	No___	Yes ____	No_____
b. on the job	Yes___	No___	Yes ____	No_____
c. in college-degree programs	Yes___	No___	Yes ____	No_____
d. other _____ Specify			Other_____	

WHAT CAN OUR SCHOOL DO BETTER?

25. What suggestions do you have for improving our program of job preparation for your occupation?

_____

_____

_____

THANK YOU VERY MUCH

Please use the self-addressed, stamped envelope to return this information promptly

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SUGGESTED COVER LETTER TO FORMER STUDENTS
SCHOOL OR DISTRICT LETTERHEAD

Date:

Dear Former Student of_____:

More than ten years have now gone by since you were enrolled in or graduated from _____. We are still interested in you and the progress you are making.

For example, where are you located? What type of work are you doing? How do you feel about your school training? Have you continued your formal education? Etc.

We would very much appreciate your taking a few minutes to fill out and return the enclosed questionnaire by _____. As in the past, your response will be kept confidential.

The information of your experiences will help us improve our programs and provide occupational information which in-coming students ask about.

We invite you to visit and allow us to serve you.

May we again say thanks, and best wishes.

Sincerely,

John A. Jones
Placement Center

Enc.

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Follow-up Summary
VE-RS-11

TABLE 7
SUMMARY OF TEN AND ONE-HALF YEAR FOLLOW-UP STUDY OF PREPARATORY
FROM VTAE DISTRICT _____

Areas of Employment	Number of Completions 10-1/2 Years Previous	Number Known Not To Be Available For Work									Number Unemployed Seeking Work										Number					
		Number Status Unknown	In Active Armed Forces	Because of Marriage		Disabled	Volunteer Work	Enrolled in Full Time School	Other Reasons not in Labor Force	Total	Reasons										Full					
											No Job Available	Required Moving	Personal Reasons	Other	In Field Related to Training	Other Fields	Same Occupational Area	Different Occupational Area	Received Promotions	Total	Same Employer As At 6 Mo.			Different Employer At 6 Mo		
																					Same Occupational Area	Different Occupational Area		Same Occupational Area	Different Occupational Area	
1. Construction and Maintenance																										
2. Health																										
3. Transportation																										
4. Manufacturing and Fabrication																										
5. Service																										
6. Recreation and Hospitality																										
7. Marketing																										
8. Agriculture																										
9. Office																										
10. Communications																										
11. Total																										

TABLE 7

F YEAR FOLLOW-UP STUDY OF PREPARATORY STUDENTS OF SCHOOL YEAR _____
FROM VTAE DISTRICT _____

For Part Time Students
For Full Time Students

nemployed ng Work				Number Employed																				Job Satis-faction								Imp. of Trg Related To									
easons				Full Time																												Pres. Job						Pres. Sch.			
Required Moving	Personal Reasons	Other	In Field Related to Training	Other Fields	Same Occupational Area	Different Occupational Area	Received Promotions	Same Occupational Area	Different Occupational Area	Received Promotions	Changed Employer 3 Times or More	Mean (Average)	Lowest Reported	Highest Reported	Employed in District	Employed in State Outside of District	Employed Out of State	Part Time	Very Satisfied	Satisfied	Little Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Other	More Than Adequate	Adequate	Less Than Adequate	More Than Adequate	Adequate	Less Than Adequate	Number Planning to Change Occupational Area	Number Planning to Obtain Further Education									
					Same Em-ployer As At 6 Mo.			Different Em-ployer Than At 6 Months				Monthly Salary																														

PART IX: SPECIAL OPTIONAL FOLLOW-UP STUDIES

Purpose: The purposes of the special follow-up studies are to further study in depth certain problems or questions revealed in the routine follow-up studies or through other sources of information. Each category of students could be studied in more detail. Employers' evaluations of students and educational programs could be obtained. Special studies could be made on job satisfaction, career decisions, job mobility, the effects of education and other topics and relationships.

Activities: Refer to the section on PERT for a listing of activities to be accomplished. Additional activities to be considered in these studies are sampling procedures, delineating the specific purpose of the study and special structuring of the instrument to include possible interviews and tryouts of instrument.

Instruments: Special instruments may be fabricated from the sets of items provided. The items provided are for informational purposes only and do not necessarily follow logical sequence or recommended format. Refer to Part II: "Principles and Practices" for assistance in designing questionnaires.

Cover Letter: Special cover letters must be designed in terms of suggestions in Part II: Principles and Practices.

Presentation of Data: Data should be tabulated in accordance with the purpose of the particular study and instrument used.

INSTRUMENT ITEMS RELATING TO EVALUATION OF EDUCATION OR TRAINING

1. Please give your frank opinion about the following items concerning this school. MARK ONE ANSWER FOR EACH ITEM. MARK ONE OF THE LAST 2 COLUMNS IF YOU HAVE HAD NO EXPERIENCE WITH THE SUBJECT OR IF THE ITEM DID NOT EXIST AT THE SCHOOL.

	Excel-lent	Satis-factory	Poor	Did Not Exist	No Experience with that
1. Quality of instruction	___	___	___	___	___
2. Academic counseling.	___	___	___	___	___
3. Job or career counseling . . .	___	___	___	___	___
4. Student participation in the school's administrative and academic decisions. .	___	___	___	___	___
5. Student activities (social, athletics, etc.)	___	___	___	___	___
6. Congeniality of the student body	___	___	___	___	___
7. Job placement.	___	___	___	___	___
8. Intellectual atmosphere. . . .	___	___	___	___	___
9. School reputation.	___	___	___	___	___
10. Availability of teachers outside classroom hours. . . .	___	___	___	___	___
11. Student-teacher relations. . .	___	___	___	___	___
12. Department Reputation.	___	___	___	___	___
13. Library Services	___	___	___	___	___
14. Instructional Equipment. . . .	___	___	___	___	___
15. Length of Courses.	___	___	___	___	___
16. Class or Course Schedules. . .	___	___	___	___	___
17. Other.	___	___	___	___	___

2. What problems did you have which interfered with your education at our school?

CHECK ALL THE PROBLEMS WHICH YOU CONSIDERED TO BE MAJOR PROBLEMS AND ALL THOSE WHICH YOU CONSIDERED TO BE MINOR PROBLEMS.

Problem	MAJOR PROBLEM	MINOR PROBLEM
1. Courses were too hard	___	___
2. Inadequate high school preparation.	___	___
3. Job took too much time.	___	___
4. Found it hard to adjust to school routine . .	___	___
5. School didn't offer the courses I wanted to take	___	___
6. Worry over financial obligations (for example, repayment of loan, support of dependents, etc.)	___	___
7. Ill health (own).	___	___
8. Had poor study habits	___	___
9. Transportation to school was difficult. . . .	___	___
10. Didn't push myself hard enough.	___	___
11. Many courses were a waste of time	___	___
12. Family obligations took too much time	___	___
13. Didn't feel a part of the school community. .	___	___
14. Was strapped for money.	___	___
15. Other (Please specify):_____	___	___

_____

_____

Of all the problems which you checked above, which do you consider was your most important problem which interfered with your education at our school.

Write the number of that problem here _____

3. Looking back now, how do you feel about the school you attended.

CHECK ONE BOX FOR EACH STATEMENT TO DESCRIBE HOW YOU FEEL ABOUT YOUR EDUCATION AT THE SCHOOL.

	Agree Strongly	Agree Somewhat	Do Not Agree
1. Gave me new ideas about the type of work I wanted to do	___	___	___
2. Wasted precious time and delayed my career	___	___	___
3. Provided training and education helpful in my work.	___	___	___
4. Had little effect on my career one way or another.	___	___	___
5. Made an important contribution to my general education	___	___	___
6. Provided me with education and/or training I could not have afforded otherwise	___	___	___
7. Provided me with education and/or training which enabled me to continue my education in another school.	___	___	___
8. Makes it more likely that an employer will consider me for a responsible job	___	___	___
9. Provided me with the counseling and job placement which enabled me to either continue my education or find employment	___	___	___

4. Of all the items in question 3 above, which is the one you agree with most strongly?

_____
Item Number

5. Again, looking back at your career at our school, did you have difficulty financing your education?

___ 1. No, I had no difficulty.

___ 2. Yes, I had some difficulty.

___ 3. Yes, it was very difficult.

___ 4. Other (Please specify):_____

_____

6. Did you hold a job while you were going to school? (If you held more than one job, please answer the following questions in terms of the job you held <u>last</u> before leaving school).

___ 1. Yes, a full-time job.

___ 2. Yes, a part-time job.

___ 3. No.

IF YOU HELD EITHER A FULL-TIME OR PART-TIME JOB WHILE ATTENDING SCHOOL, PLEASE COMPLETE QUESTIONS 7 THROUGH 10, OTHERWISE PROCEED TO QUESTION 11.

7. What kind of work did you do? (Describe your job in a few words, e.g., I was a cateloger in the school library; I assisted the manager in a super market; I was a typist.)

_____

8. Approximately how many hours did you work in an average week?

_____ Hours

9. What was your average hourly salary (before deductions) on that job?

_____ Dollars per hour.

10. Which of the following best describes your reason for working while going to school? <u>CHECK ONE</u>.

___ 1. The work experience itself was necessary for my career.

___ 2. In connection with the job I held before attending that school, my employer suggested I enroll in that program.

___ 3. I worked only to finance my education.

___ 4. My work was part of the program I was enrolled in.

___ 5. I had to work to support my family.

___ 6. I worked to have extra spending money.

___ 7. Other (Please specify):_____

11. I feel that my experience at _____

1 - Had significant impact on
2 - Had little impact on
3 - Had no impact on
4 - Had a detrimental impact on

____ my ability to think and reason.

____ my intellectual interests and understanding of the world.

____ my appreciation of art, music, literature and other cultural expressions.

____ my discovery of vocational interest.

____ my attaining specific job skills.

____ my meeting academic requirements necessary to enter a profession.

____ my effectiveness in interpersonal relations.

____ my learning how to be an effective leader.

____ my becoming more capable and interesting socially.

____ my learning how to deal with political or social injustice.

____ my developing more personal independence and self-reliance.

____ my finding a cause or causes I could really believe in.

12. Why did you chose your course of study? (CHECK ONE)

___ 1. Always wanted to be _____

___ 2. Good income prospects _____

___ 3. Found I did well in _____

___ 4. Just drifted into _____

___ 5. A classmate or classmates influenced me _____

___ 6. An instructor impressed me _____

___ 7. I disliked what I started in so _____

___ 8. My parents influenced me _____

___ 9. Other _____

13. Below is a list of some of the ways participation in this or previous classes provided by a vocational, technical and adult school could have helped you in your occupation. (Check ways that have helped you)

____a. Provided training necessary for advancement in present job.

____b. Provided training necessary to acquire a different job.

____c. Provided a better understanding and satisfaction with present job.

____d. Increased ability to get along with other employees associated with present job.

14. Indicate the usefullness of your education at our school in obtaining job placement, keeping the position, receiving a promotion.

a. Job placement: __very useful, __useful, __made no difference, __a disadvantage

b. Keeping position: __very useful, __useful, __made no difference, ___ a disadvantage

c. Job promotion: __very useful, __useful, __made no difference, __a disadvantage

15. How did you find a place to live when you come to our school?

___Already had a place, ___School assisted, ___Other student helped, ___Friends in town helped, ___Looked around myself, ___Other _____.

16. How much trouble did you have finding a place to live?

____Very much, ____Some, ____None

17. How satisfied are (were) you with the place in which you live(d) while attending our school?

____Very, don't know how could be better.

____Satisfied, isn't much to complain about.

____Somewhat dissatisfied, not what I was hoping to get.

____Very dissatisfied, really not a good place.

18. Indicate the degree of satisfaction you have (had) of the services while in our school.

___ 1. Great satisfaction, ___ 2. Considerable satisfaction, ___ 3. Some satisfaction, ___ 4. Little satisfaction, ___ 5.. Unsatisfactory, ___ 6. No opinion

19. Indicate your overall opinions regarding education received at: _____ _____ (Answer each question in terms of "yes", "uncertain", or "no".

Yes	Un-certain	No		
___	___	___	1.	I secured a higher salaried position than my neighbor who did not go beyond high school.
___	___	___	2.	I adjust better to various situations because of my education.
___	___	___	3.	I am not making as much money as others who did not go to school.
___	___	___	4.	From a financial point of view, the advanced education was not worth the money.
___	___	___	5.	School was not worth the hours spent in worry and study.
___	___	___	6.	I think I could be just as happy without this advanced education.
___	___	___	7.	We had no chance for free discussion of practical problems.
___	___	___	8.	We were never or seldom helped to relate our course work to everyday living.
___	___	___	9.	I have a saner philosophy of life as a result of this educational experience.
___	___	___	10.	I evaluate human relationships more intelligently.
___	___	___	11.	I learned to discern the lack of foundation in popular prejudices.
___	___	___	12.	I found it difficult to adjust to small town life after leaving school.
___	___	___	13.	I became dissatisfied with life after leaving school.

20. Indicate your opinions regarding a specific course _____ (answer each question with one "X" for either "much", "some", "little", or "not at all".)

(next page)

20.

Question	Much	Some	Little	Not at All
1. Did the course give you what you wanted?				
2. Was the work too hard?				
3. Did the teacher know his subject?				
4. Did the teacher help you when you needed it?				
5. Will the course help you in your job?				
6. Was the class interesting?				
7. Was the class too large?				
8. Was there a chance for practical work?				

21. To what extent does your position depend upon your studies in post secondary schools?

___ 1. could not get or hold the position without this background.

___ 2. my training was helpful in getting the position, but not essential to the work.

___ 3. could get and hold this position without having had training at your school.

22. Is your present job related to your undergraduate major of VTAE program?

____ 1. Yes, directly, ____ 2. Yes, indirectly, ____ 3. No

23. How would you rate the helpfullness of classes taken at our school on your job?

____Great help, ____Considerable Help, ____Some help, ____Little help,

____No help

24. How frequently are skills and knowledges learned in your program of study used on your job?

___Frequently, ___Occasionally, ___Never, ___No answer

25. How frequently are skills and knowledges learned in your program of study used in your education?

___Frequently, ___Occasionally, ___Never, ___No answer

26. How frequently are skills and knowledges learned in your program of study used in life?

____Frequently, ____Occasionally, ____Never, ____No answer

27. CHECK ONE BOX FOR EACH STATEMENT TO DESCRIBE HOW YOU FEEL ABOUT YOUR EDUCATION AT THE HIGH SCHOOL YOU ATTENDED.

	Agree Strongly	Agree Somewhat	Do Not Agree
A. Gave me ideas about the type of work I wanted to do	☐	☐	☐
B. Should have placed more emphasis on vocational and technical programs	☐	☐	☐
C. Should have placed more emphasis on basic academic subjects (math, science, English, etc.)	☐	☐	☐
D. Did not offer enough practical work experience.	☐	☐	☐
E. Provided me with counseling and job placement which enabled me to either continue my education or find employment	☐	☐	☐

INSTRUMENT ITEMS RELATING TO JOB SATISFACTION

1. What was your major reason for taking your present job?

___ 1. Promotion
___ 2. Good pay
___ 3. Good hours and working conditions
___ 4. Interesting work
___ 5. Advancement opportunities
___ 6. Chance to be creative
___ 7. Fringe benefits
___ 8. Desired to remain in present location
___ 9. Employer-employee relations
___ 10. Job security
___ 11. The importance of the job in our society.
___ 12. Other, specify _____

2. When did you definitely decide upon the occupation which you now have?

___ 1. During high school
___ 2. Before entering Voc-Tech school
___ 3. Before entering college
___ 4. During first 2 years of college
___ 5. During last two years of college
___ 6. After leaving college

3. How certain do you feel this is (or was) the type of work which you can do best?

___ 1. Quite certain, I wouldn't be able to do anything else this well.
___ 2. Fairly certain, I don't know of anything that would be better.
___ 3. A little uncertain, sometimes I wonder if some other occupation wouldn't be better for me.
___ 4. Quite uncertain, I often think I should try something else.
___ 5. Very uncertain, I'm sure I could do better in some other occupation.

4. How does (or did) your first job after leaving school compare with the kind of job you thought you might be able to get?

___ 1. It is better than the type of job I expected.
___ 2. It is just about what I expected.
___ 3. It isn't as good as I expected.
___ 4. This question does not apply to me because I did not look for work in the area for which I was trained.
___ 5. Other_____

5. What is your general overall satisfaction with your present job? ("X" one)

___ 1. I am very satisfied - I hope I never leave it.

___ 2. I am satisfied - I like it as well as most things I could be doing.

___ 3. I am little satisfied - I probably will not stick with it for too long.

___ 4. I am quite dissatisfied - I am looking for something better now.

___ 5. I am very dissatisfied - I hope I leave very soon.

___ 6. Other _____

6. How happy are you on your present job?

___ 1. Very happy

___ 2. Moderately happy

___ 3. Not happy

___ 4. Other _____

7. What do you like most about your present job? (Rank top 3)

___ 1. The amount of money it pays.

___ 2. The kinds of job skills I am able to use.

___ 3. Its chance to help other people.

___ 4. The prestige I get from this position.

___ 5. The work surroundings (equipment, light, etc.).

___ 6. The fact that the job is mine as long as I want it.

___ 7. The people I work with.

___ 8. The fact there is a lot of variety in the things I do.

___ 9. The opportunity to work with people rather than data or things.

___ 10. The opportunity to work with things rather than people or data.

___ 11. The opportunity to work with data rather than things or people.

___ 12. Other (Please specify) _____

8. Which of the following factors influenced you to take your present job?

___ 1. Type or nature of employment.

___ 2. Salary or wages.

___ 3. Opportunity for advancement.

___ 4. Company location.

___ 5. Security.

___ 6. Training program.

___ 7. Service to society.

___ 8. Company reputation.

___ 9. Company size.

___ 10. Benefits program.

___ 11. Other _____

9. What types of jobs do you think people in general would be the most satisfied with?(Rank top 3)

___ 1. Jobs where special abilities could be used.

___ 2. Jobs which have good working conditions.

___ 3. Jobs which are challenging.

___ 4. Jobs where good wages could be earned.

___ 5. Jobs which involve working with ideas.

___ 6. Jobs which allowed for creativity and originality.

___ 7. Jobs with social status and prestige.

___ 8. Jobs with a secure future.

___ 9. Jobs with good opportunity for advancement.

___ 10. Jobs with good opportunity for learning.

___ 11. Jobs relatively free from supervision.

___ 12. Jobs permitting the exercise of leadership.

___ 13. Jobs requiring a responsibility.

___ 14. Jobs providing an opportunity to help others.

___ 15. Jobs providing an opportunity for service to society or community.

10. If you are not engaged in the type of work for which you prepared in school, what is the main reason for this?

___ 1. I changed my mind about the type of work I want to do.

___ 2. There were no positions available.

___ 3. I needed better recommendations.

___ 4. I lacked professional qualifications.

___ 5. I am engaged in full-time graduate study.

___ 6. The salaries were too low in that field.

___ 7. I preferred not to move to another location at this time.

___ 8. There were jobs I liked in other locations, but preferred not to move.

___ 9. Other (Specify) _____

11. If you had the opportunity to make the selection of a career today, would you make the same choice you made when you entered?

___ 1. Yes, ___ 2. No, ___ 3. Uncertain

12. If your answer to the previous questions was (1) or (2), how adequate did you find your work at our school for your present position?

___ 1. Extremely good, ___ 2. Quite good, ___ 3. Adequate, ___ 4. Poor

13. Would you recommend our school to persons preparing for your occupation?

___ 1. Yes ___ 2. No

14. What part of your education in our school do you value most?

___ 1. General education, ___ 2. Professional education, ___ 3. Both are of equal importance

15. The amount of supervision received in my first job after graduation, by team leader, supervisor or other, is (was):

___ Constant, ___ Regular, ___ Periodic, ___ Available, ___ Infrequent, ___ Other

16. Have you been offered positions or expected to assume responsibilities which you have refused?

___ Yes ___ No

17. Have you been expected to perform duties which you felt were reasonable yet which you felt unprepared to do?

___ Yes ___ No

18. If you answer "yes" to the above question, where do you think the preparation you needed should have been provided?

___ 1. Basic program before graduation.

___ 2. Orientation program after employment.

___ 3. Continued education in the college or VTAE program.

___ 4. In-service program following employment.

___ 5. Other

19. With respect to the items in the following table, please do TWO things:

1. Rate your current job in relation to each of these items. (Skip this part of the question if you are not working at present.)

2. Indicate how important these items are to you in relation to your own career objectives.

	1. Rating of Job			2. Importance in Relation to Career Objectives		
	Very Satis.	Ade-quate	Not Sat.	Very Imp.	Some-what Imp.	Not Imp.
	(Ck. one/each row)			(Ck. one/each row)		
a. Yielding good income	—	—	—	—	—	—
b. Opportunity to do really interesting work.	—	—	—	—	—	—
c. Opportunity to use my special talents and abilities	—	—	—	—	—	—
d. Opportunity to travel	—	—	—	—	—	—
e. Opportunity to be helpful to others and society	—	—	—	—	—	—
f. Opportunity to function in a supervisory capacity	—	—	—	—	—	—
g. Opportunity to use what I learned in school.	—	—	—	—	—	—
h. Opportunity to get ahead rapidly	—	—	—	—	—	—
i. Opportunity to work with people rather than things or data	—	—	—	—	—	—
j. Opportunity to work with data rather than people or things	—	—	—	—	—	—
k. Opportunity to work with things rather than data or people	—	—	—	—	—	—
l. Enable me to look forward to stable, secure future	—	—	—	—	—	—
m. Opportunity to do original and creative work	—	—	—	—	—	—
n. Be free from supervision in my work	—	—	—	—	—	—
o. Have enough time for my family, outside interests and hobbies	—	—	—	—	—	—
p. Opportunity to pursue further studies	—	—	—	—	—	—
q. Opportunity to improve my professional competence	—	—	—	—	—	—

INSTRUMENT ITEMS RELATING TO EMPLOYER'S EVALUATION

Name of employee _____ Date _____

Employer _____

I. Is the above-named person still in your employ? Yes ____ No ____

A. If not, was his termination voluntary? Yes ____ No ____

1. Approximately how long was he in your employ?_____

B. If his termination was NOT voluntary, what reasons caused you to release him?

1. Lack of interest shown in the job._____

2. Immaturity. _____

3. Insufficient training or education to meet the requirements of the job. _____

4. Lack of general education. _____

5. Poor attitude toward you, the customer and/or fellow employees. __
_____

6. Reduction of need for his services. _____

7. Other reasons. _____
_____

II. Was this person a part-time employee of your company before he became a regular, full-time worker? Yes ____ No ____

III. What was his beginning position with your company? _____

IV. Has he been promoted since? Yes ____ No ____

If so, what is his present job title? _____

V. Does he have potential for future promotion? Yes ____ No _____

VI. Do you feel that this person is interested in a permanent career with your company? Yes ____ No ____

VII. What are some of his weaknesses? _____
_____

What are some of his better qualities? _____

_____

VIII. As a result of his college or vocational-technical training work, would you say that this individual, as compared with the average new employee without such college work was:

a. Better prepared for his job? _____

b. About as well-prepared? _____

c. Less prepared for his job? _____

IX. In your opinion, did he start in a better beginning job as a result of his training?

Yes _____ No _____ Don't know _____

X. Does this individual with his college or vocational background have any advantages in the matter of promotion or upgrading? Yes _____ No _____

XI. Your suggestions for adding courses to the curriculum: _____

_____

_____

XII. Your suggestions for subtracting courses from the curriculum: _____

_____

XIII. Your suggestions for changing content, or methodology, or equipment in current curriculum: _____

_____

_____

INSTRUMENT ITEMS RELATING TO LIFE GOALS

1. CONSIDERING YOUR GOALS IN LIFE, (RATE EACH OF THE FOLLOWING USING THIS SCALE).

1 - Essential
2 - Very Important
3 - Desirable (but not necessary)
4 - Not Important
5 - Not Applicable

____ To be financially successful.

____ To do my part in making the world a better place to live.

____ To do my job well.

____ To be known for my achievements.

____ To travel widely.

____ To do creative work in the arts.

____ To be politically active.

____ To further my education.

____ To have a large circle of friends.

____ To live by religious principles.

____ To have (or have had) children.

____ To have a comfortable standard of living.

____ To have a happy married life.

____ To make scholarly contributions.

____ To get away from the congestion of society.

____ Other _____

2. Have you decided on what occupation or type of work you plan to make your life time work? ____Yes, ____No

3. If you answered "yes" to above question, name the occupation or field:
_____

INSTRUMENT ITEMS RELATING TO EDUCATIONAL PLANS

1. Are you currently attending any school?

___ 1. Yes, full-time ___ 2. Yes, part-time ___ 3. No

2. Choose the category which includes the highest educational level you have attained.

___ 1. Some elementary grade

___ 2. Graduated from eighth grade

___ 3. Some high school

___ 4. Graduated from high school

___ 5. Some vocational or technical school

___ 6. Completed one-year vocational program

___ 7. Completed two-year vocational program

___ 8. Graduated with associate degree

___ 9. Some college, but no degree

___ 10. College graduate with bachelor degree

___ 11. College graduate with ____credits beyond the bachelor degree

___ 12. Master's degree or equivalent

___ 13. Master's degree plus ____credits toward doctorate degree

___ 14. Master's degree plus ____credits not necessarily toward doctorate degree

___ 15. Ph.D. degree

___ 16. Post doctoral credits. Number of credits _____

___ 17. Professional degree in law or medicine

2. If you have obtained a bachelor's degree, how many years were there between your first enrollment in college and your obtaining the degree? _____years

3. If you left our school before graduating, please check all the reasons that apply as to why you left.

___ 1. Secured full-time employment in area related to major.

___ 2. Secured full-time employment in area unrelated to major.

___ 3. Program I was enrolled in was not what I thought it would be.

___ 4. Entered military service

___ 5. Got married

___ 6. Had to drop out of school because of health

___ 7. Could not afford to stay in school

___ 8. Loss of interest in major

___ 9. Suspended, academic reasons

___ 10. Lack of transportation

___ 11. Home situation changed (presence required at home)

___ 12. Lack of adequate housing

___ 13. Transferred to another institution to continue in same program or career

___ 14. Transferred to another institution to continue in different program or career

___ 15. Other (please specify)_____

5. Looking back at your career at our school did you have difficulty financing your education?

__ 1. No, __ 2. Yes, some, __ 3. Yes, quite a bit, __ 4. Other (specify)_____

6. If you are attending or have attended graduate or professional school, indicate which of the following types of financial aids you have had:

___ 1. Fellowship, ___ 2. Loan, ___ 3. Assistantship, ___ 4. None of the above

___ 5. Have not attended graduate or professional school

7. If you financed part of your undergraduate education with loans, have you been able to repay these loans?

____ 1. Completely, ____ 2. In part, ____ 3. Not at all

8. What further study have you engaged in since leaving school?

___ 1. Taken additional undergraduate courses elsewhere, but have not completed degree

___ 2. Completed undergraduate degree requirements elsewhere

___ 3. Taken individual graduate courses elsewhere, undergrad degree

___ 4. Have earned a master's degree in field of undergrad major

___ 5. Have earned a master's degree in a different field:_____

___ 6. Have earned a Ph. D. in the field of undergrad major: _____

___ 7. Have earned a Ph. D. in a different field: _____

___ 8. Have earned a professional degree in medicine or law

9. Name and adress of school(s):_____

_____

10. Were you a full-time or part-time student at that school?

___ 1. Full-time

___ 2. Part-time

___ 3. Both full-time and part-time

11. Did you attend day or evening classes?

___ 1. Day classes only

___ 2. Evening classes only

___ 3. Both day and evening classes

12. What was your major course or field of study in the school (junior college, technical institute, or vocational-technical center) you attended. (Indicate approximate number of semester credits)

		Credits
___ 1.	Agriculture	___
___ 2.	Business and commerce (accounting, management, etc.)	___
___ 3.	Distributive education (retailing, salesmanship, etc.)	___
___ 4.	Education (elementary, secondary, special)	___
___ 5.	Engineering	___
___ 6.	Health occupations (nursing, dental assisting, etc.)	___
___ 7.	Home economics	___
___ 8.	Humanities and arts (English, journalism, fine arts, music, foreign language, philosophy, religion).	___
___ 9.	Mathematics	
___ 10.	Natural science (biology, chemistry, earth science, mathematics, physics, other physical science).	___
___ 11.	Office occupations (secretarial, bookkeeping, etc.)	___

		Credits
___ 12.	Physical education	___
___ 13.	Social science (economics, history, psychology, political science, sociology and anthropology).	___
___ 14.	Technical occupations (data processing, construction technology, etc.)	___
___ 15.	Trade and industrial occupations (auto mechanics, carpentry, etc.)	___
___ 16.	Other (Please specify):_____	___

13. What was your over-all average grade for all the time you attended that school? (Give your best estimate if you do not have a record of your actual average grade.)

___ 1. A or A+ (93+)
___ 2. A- (92-90)
___ 3. B+ (89-87)
___ 4. B (86-83)
___ 5. B- (82-80)
___ 6. C+ (79-77)
___ 7. C (76-70)
___ 8. D (69-65)
___ 9. Other_____

14. Indicate type of degree(s) or certificate(s) received_____

15. When you transferred to that college or university, did you lose any credits or was all of your junior college, technical institute, or vocational-technical center course work accepted?

___ 1. All credits were accepted
___ 2. I lost 1-6 credits.
___ 3. I lost 7-13 credits.
___ 4. I lost 13-18 credits.
___ 5. I lost 19-24 credits.
___ 6. I lost 24-30 credits.
___ 7. I lost 31-36 credits.
___ 8. I lost 37-42 credits.
___ 9. I lost 43-48 credits.
___ 10. I lost 49 or more credits.

16. In what fields did you lose credit? CHECK ALL THAT APPLY.

___ 1. English.
___ 2. Mathematics.
___ 3. Sciences.
___ 4. Vocational or technical education.
___ 5. Social Sciences.
___ 6. Business or commerical courses.
___ 7. Does not apply.
___ 8. Other (please specify):_____

17. When you first enrolled in that school, college, or university, what was your standing?

___ 1. First year student.
___ 2. Second year student.
___ 3. Third year student.
___ 4. Fourth year student.
___ 5. Special student (please explain):_____
_____
___ 6. Probationary student (please explain):___
_____

18. What was (is) your main purpose for seeking further education?

CHECK THE MOST IMPORTANT REASON

___ 1. To further my general education.
___ 2. To fulfill a desire for general information and knowledge or to satisfy my curiosity.
___ 3. To prepare for career unrelated to previous education.
___ 4. To advance in my career.
___ 5. To obtain additional degree(s).
___ 6. To improve my understanding of community problems.
___ 7. To improve my understanding of life in general.
___ 8. To improve my ability to perform on my present job.
___ 9. To prepare for a hobby or leisure time activity.
___ 10. To improve my personal relations with others on the job.
___ 11. To become a more effective citizen.
___ 12. To satisfy a need for higher status and prestige.
___ 13. To retrain or prepare for a different full-time job.
___ 14. To prepare for a second (part-time) job.
___ 15. To help me become a better parent.
___ 16. To help in carrying out tasks and duties around the home.
___ 17. To prepare for future education (such as college or technical institute).
___ 18. To associate with people in new activities.
___ 19. To meet new friends of similar age and interests.

___ 20. To get away from daily routine.

___ 21. To spend my spare time more enjoyably.

___ 22. Other (Please specify):_____

19. Of the reasons you checked above, rank the three you feel best describe your participation. First _____, Second _____, Third _____.

20. Why did you attend that institution?

___ 1. Convenient location.

___ 2. Convenience of class schedules.

___ 3. Scholarship or other financial benefits.

___ 4. Acceptance of credit.

___ 5. Family influence.

___ 6. Faculty excellence.

___ 7. Reputation of the school in your field.

___ 8. Influenced by high school teachers.

___ 9. Influenced by high school counselors.

___ 10. Influenced by friends.

___ 11. Influenced by representatives of the school.

___ 12. Other, (Specify):_____

21. Do you feel that you are keeping fairly up-to-date in your occupation or professional field? ____ 1. Yes ____ 2. No

22. Do you feel the need for more education or training to obtain the type of position you would like? ____ 1. Yes ____ 2. No ____ 3. Uncertain

23. Do you plan to continue with further education or traing?

___ 1. Definitely yes

___ 2. Probably yes

___ 3. Don't know

___ 4. Probably no

___ 5. Definitely no

24. If you have plans to continue with further education or training, describe below (check all that apply):

___ 1. Refresher or brush-up courses in _____

___ 2. Courses for a different regular job in _____

3

___ 3. Teacher certification courses in _____

___ 4. Complete work for a certificate in _____

___ 5. Work toward an associate degree in _____

___ 6. Work toward a bachelor's degree in _____

___ 7. Work toward a master's degree in _____

___ 8. Work toward a Ph D or other higher degree in _____

24. What is the highest academic degree you intend to obtain?

___ 1. None

___ 2. Certificate or diploma

___ 3. Associate degree

___ 4. Bachelor's degree

___ 5. Master's degree

___ 6. Ph D

___ 7. Other _____

_____

25. If you plan to change your field of study, rate each item below on its importance to you as a reason for choosing another major program of study.

	Very Important	Somewhat Important	Not Important
1. New major would have been more useful for what I am now doing.	___	___	___
2. Better career opportunities in new major.	___	___	___
3. Old major did not prepare me for a job.	___	___	___
4. Old major was too specialized, not enough liberal arts.	___	___	___
5. Old major was not specialized enough, too much general study.	___	___	___
6. Old major did not prepare me for advanced professional or graduate study.	___	___	___
7. My interests have changed since graduation.	___	___	___
8. My college experience could have been more satisfying.	___	___	___

Of all the above reasons why you would choose a different major, which is the most important? _____

INSTRUMENT ITEMS RELATING TO PERSONAL CHARACTERISTICS

1. Indicate your present marital status:

   ___ 1. Married, ___ 2. Widowed, ___ 3. Divorced or separated,

   ___ 4. Single (never married)

2. How many children under six years of age do you have? _____

3. Which best describes your political and social attitudes?

   ___ 1. Very conservative, ___ 2. Conservative, ___ 3. Moderately conservative,

   ___ 4. Moderately liberal, ___ 5. Liberal, ___ 6. Very liberal

4. With what political group would you align yourself?

   ___ 1. Conservative Democratic

   ___ 2. Liberal Democratic

   ___ 3. Conservative Republican

   ___ 4. Liberal Republican

   ___ 5. Independent

   ___ 6. Socialist

   ___ 7. New left

   ___ 8. I do not consider myself in a political context

   ___ 9. Other _____

5. Please check the types or organizations or clubs in which you are active.

   ___ 1. Fraternal groups (Elk's, Masons, Knights of Columbus....)

   ___ 2. Service clubs (Lion's, Rotary, Chamber of Commerce....)

   ___ 3. Labor unions

   ___ 4. Youth groups (Scouts, 4-H....)

   ___ 5. School Service groups (PTA, Alumni associations....)

   ___ 6. Professional or Academic societies

   ___ 7. Literary or arts discussion or study clubs

   ___ 8. Community or neighborhood civic organizations

   ___ 9. Religious organizations

   ___ 10. Recreational groups

6. Choose the figure that comes nearest to your present yearly salary and wages income from your main occupation:

___ 1. Under $3000
___ 2. 3000-5000
___ 3. 5000-7000
___ 4. 7000-9000
___ 5. 9000-11000
___ 6. 11000-13000
___ 7. 13000-15000
___ 8. 15000-20000
___ 9. over 20,000

7. Indicate approximate additional annual income from other occupations, interest, dividends, stocks and other investments. _____

8. How old were you on your last birthday?

___ 1. 20 or younger
___ 2. 21-23
___ 3. 24-26
___ 4. 27-30
___ 5. 31-35
___ 6. 36-40
___ 7. over 40

9. Are you a member of any of these ethnic groups?

___ 1. Yes, American Indian
___ 2. Yes, Negro
___ 3. Yes, Oriental
___ 4. Yes, Cuban
___ 5. Yes, Mexican
___ 6. Yes, Puerto Rican
___ 7. No, other _____

10. As nearly as you can recall, what was your high school rank?

___ 1. Among top 5%
___ 2. Upper 10%
___ 3. Upper 25%
___ 4. Upper 50%
___ 5. Lower 50%
___ 6. Lower 25%
___ 7. Not known
___ 8. Not applicable

11. What is the highest level of formal education obtained by your spouse?

___ 1. Elementary or less
___ 2. Some high school
___ 3. High school graduate
___ 4. Some college
___ 5. College degree
___ 6. Post graduate degree
___ 7. Not married

12. How many children do you have (include current pregnancy)? _____

13. Please fill in one column for each child:

Sex							
Age							
Grade in school							
Year in college							
Finished education:	Yes						
	No						
Has occupation?							
List type of occupation							
Will attend college							
Certain to go							
Fair chance							
Slight chance							
No chance							
Type of college							
4 year							
2 year							
Voc. Tech.							
Where will child live while attending college							
At home							
College residence hall							
How much do you think college will cost per year including room, board, tuition, fees, books, clothing, and everything else?							

INSTRUMENT ITEMS RELATING TO COMMUNITY SERVICE AND POLITICAL ACTIVITIES

PLEASE CHECK THE CIVIC ACTIVITIES YOU ENGAGED IN DURING THE PAST YEAR

___ I gave money to the community fund or chest.

___ I followed local events regularly in the local newspaper.

___ I talked with my neighbors about practical ways in which our neighborhood might be improved--for example, cleaner, more pleasant, friendlier.

___ I attended meetings of local civic groups.

___ I am a member of a community organization such as PTA, League of Women Voters, Lions Club.

___ I belonged to a labor union or professional society.

___ I had contact with a local official about a civic problem.

___ I served on a volunteer community service committee.

___ I collected money or carried a petition for some local cause.

___ I wrote to a newspaper about a civic problem.

___ I taught, or helped in some other direct way, a volunteer young people's group such as Scouts, YMCA.

PLEASE CHECK THE POLITICAL ACTIVITIES YOU ENGAGED IN DURING THE PAST YEAR

___ I discussed political issues with my friends.

___ I followed current national and international events in newspapers daily or magazines weekly.

___ I watched television or listened to the radio programs dealing with national and international problems.

___ I voted in the last primary or local election.

___ I read one or more books about politics.

___ I signed a petition for or against some legislation.

___ I wrote a letter or sent a telegram to a public official.

___ I contributed money to some political cause or group.

___ I collected money for some political cause or group.

___ I have run for an elective office in the past 10 years.

___ I have held an elective office in the past 10 years.

INSTRUMENT ITEMS RELATING TO LEISURE TIME ACTIVITIES

CHECK THE FIVE (5) ACTIVITIES YOU MOST ENJOY DOING DURING YOUR LEISURE TIME

_____Winter sports (ex. skiing, snowmobiling)

_____Water sports (ex. swimming, boating)

_____Hunting and/or fishing

_____Biking

_____Hiking-nature

_____Participate in one or more of the following sports: (bowling, golf, tennis, badminton, volleyball, softball)

_____Attend one or more of the following sports events: (basketball, football, baseball, hockey)

_____Picnicking

_____Camping

_____Pleasure Drives

_____Concerts - attending

_____Singing or playing a musical instrument

_____Visiting and entertaining friends

_____Cards and games

_____Dancing

_____Dining out

_____Lectures - attending

_____Theater - attending

_____Art Galleries - visiting

_____Museums - visiting

_____Painting, sculpturing, etc.

_____Drama groups - participating in

_____Musical groups - participating in

_____Movies - attending

_____Watching TV

_____Listening to the Radio

_____Listening to Records

_____Reading for self-improvement

_____Reading for entertainment

_____Gardening

_____Carpentry

_____Sewing

_____Embroidery, knitting, weaving, etc.

_____Working at a special hobby

_____Resting

_____Loafing

_____Nightclubbing

INSTRUMENT ITEMS RELATING TO MOBILITY

1. Which of the following best describes the community in which you now live?

___ 1. Rural area

___ 2. Small town under 2500, not suburb of a large city

___ 3. Small to medium city (2500 to 500,000, not a suburb)

___ 4. Large city (over 500,000)

___ 5. A suburb of a large city

2. How many times have you moved in the past two years? _____

3. If you have left any jobs, we would appreciate your willingness to check why:

___ 1. Promotion or better position

___ 2. Marriage and/or maternity

___ 3. Work unsatisfactory to employer

___ 4. Did not like other employees

___ 5. Did not like type of work

___ 6. Moved

___ 7. No more work available

___ 8. For further full-time study

___ 9. Illness or disability

___ 10. Other (specify) _____

4. What positions have you held since you left school _____

Position	Duties Held

5. What are your plans about your occupational future?

___ 1. To remain in present occupational field and advance in it

___ 2. To shift to a different occupational field

___ 3. Other (specify)_____

6. While attending that school, where did you live?

___ 1. In my own home or apartment

___ 2. With my parents or relatives (Not spouse)

___ 3. In dormitory or other school housing

___ 4. Rented apartment

___ 5. Rented home

___ 6. Hotel/motel

___ 7. YMCA/YWCA

___ 8. Other, specify _____

7. Where is that school located relative to your residence during your last year in high school?

___ 1. Same town or city as my high school.

___ 2. Different town or city, but within daily commuting distance.

___ 3. Different town or city, and not within commuting distance.

___ 4. Different state, but within daily commuting distance.

___ 5. Different state, and not within commuting distance.

8. To what extent does moving from place to place (over 50 miles) present a crisis or hardship to you?

___ 1. Presents no major problem

___ 2. Somewhat a problem

___ 3. Presents a great problem, but prefer to move

___ 4. Presents a great problem and refuse to move.

PART X: SUMMARY

The State of Wisconsin supports one of the finest post-secondary vocational, technical and adult education systems in the nation. Hopefully, these follow-up guidelines will facilitate the inputs of information which will enable this educational system to continue to progress with the ever rapidly changing technologies.

The guidelines are designed with three main considerations: (1) to generate a high percentage of response, (2) to provide ease of administering at the district level, and (3) to capture the necessary data with which to make valid statistical reports and studies on the effectiveness of vocational and technical preparatory training.

The findings of the studies proposed will be of value only if they are used constructively by all potential users. The main purpose of follow-up studies, (to provide career information for students and program planning information for administrators) should be kept constantly in mind. The tool of constant feedback from the world of work is necessary to keep vocational, technical and adult education "in tune" with today's rapidly changing technological society.